

RECREATION

Formerly THE PLAYGROUND

— July 1936 —

Three Months Later

By Harry H. Stoops

Puppetry in a New Age

By Grace Wilder

Gold Digging in the Home

Musical Heights for the Plain Man

By A. D. Zanzig

That Magic Corner in the Playground!

By Anne Majette Major



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RECREATION

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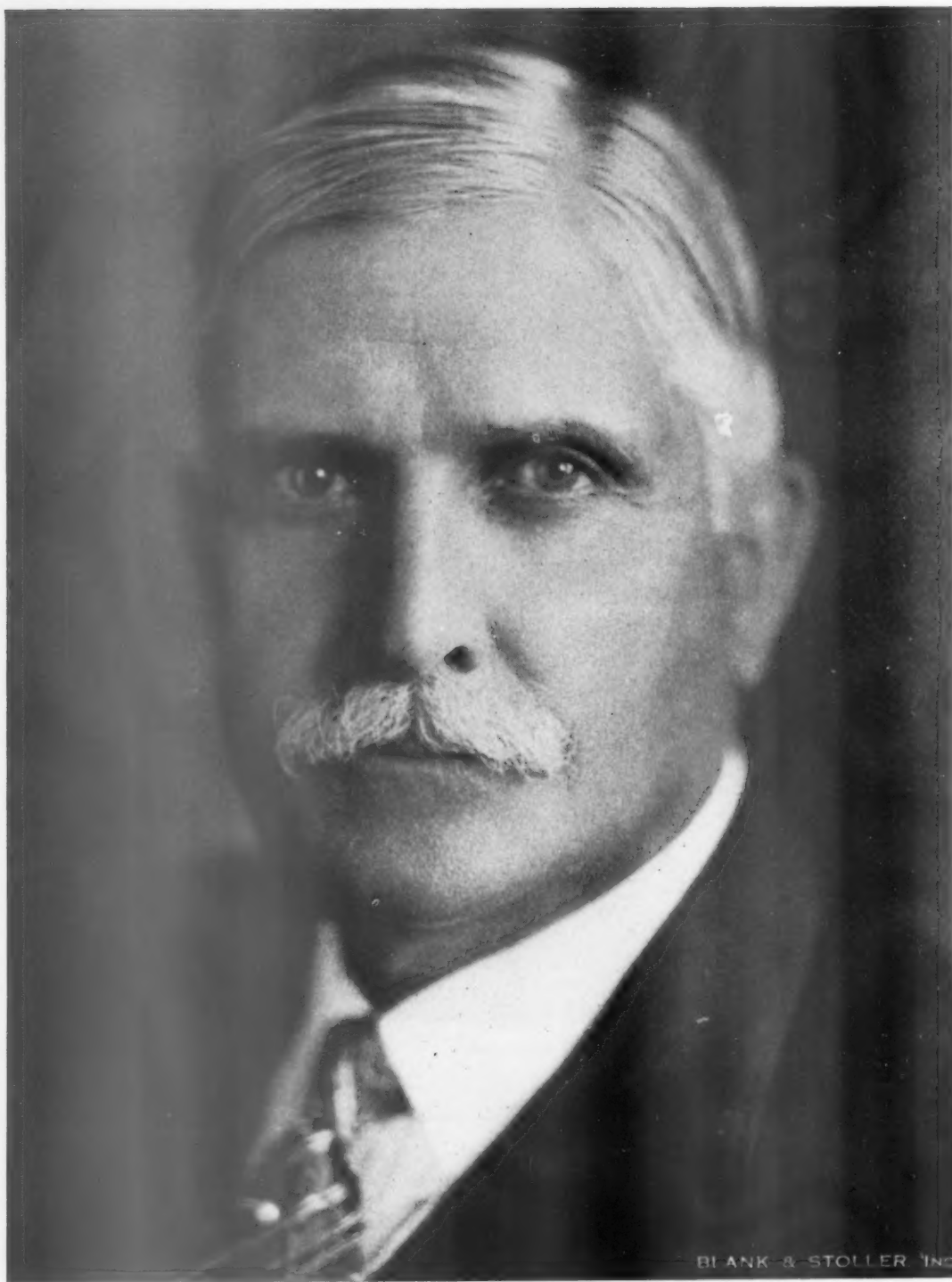


July Has Come

Courtesy Cincinnati Y.M.C.A.

"Beauty is all about us every day everywhere, if we have the eye to see it and the mind to recognize it and enjoy it. We have it in all the great outdoors; we can see it in the flash of a blue jay's wing, in the shapes of the clouds as they float endlessly on in the glorious sky. We can see it in the lines of the meandering stream and in the curves of far distant hills. We can see it in the design and color of the simplest flower at the roadside."

—Elizabeth W. Robertson



WILLIAM BUTTERWORTH

Member, Board of Directors
National Recreation Association

1920-1936

William Butterworth

BACK OF THE WORK of the local recreation systems and of the members of the National Recreation Association staff has been the lay membership of the National Board. For more than twenty-five years Joseph Lee as a layman, as President of the Association, worked almost as if he were a staff member. Another Board member whose backing has meant much for the last sixteen years has been William Butterworth.

He did not wait to be called upon for service. He himself took the initiative in a creative way. "As President of the United States Chamber of Commerce I want to send letters to each local chamber about the setting aside of land for playgrounds and parks in the new real estate developments. I want to ask certain questions about recreation planning. Unless you see some objections I shall send out these letters." That was his characteristic way. And again he took the leadership in arranging for certain publications relating to recreation planning.

William Butterworth, wherever he went, was observing recreation developments and sharing with the workers what he had learned. After a visit to Long Beach, California, he came to the office to run over what might be helpful to other cities. As he made trips to the Southwest or to the Pacific Coast he was willing to take time to talk to individuals about the national recreation program. He presided at sessions of the National Recreation Congress—remaining throughout the convention. Just last April he attended the Pacific Coast District Recreation Conference. When he learned that Dr. Lawrence P. Jacks of Oxford, England, was to be in the Middle West, William Butterworth immediately arranged important meetings in his home city of Moline, Illinois, to hear Dr. Jacks and confer with him.

Perhaps no part of the national recreation program interested Mr. Butterworth more than the rural. He followed closely what Mr. and Mrs. John Bradford, W. P. Jackson, Jack Knapp were doing in training thousands of volunteer recreation leaders for service in the rural areas. Only a few days before his death he telephoned to tell about a conference he wanted to arrange for John Bradford in Chicago at which he planned to be present.

The task of money-raising was no easier for him than for any one else, but he willingly took hold of it. At the time of the 25th anniversary Board meeting held in the Cabinet Room at the White House, it was William Butterworth who introduced a resolution urging the need of establishing a limited period \$10,000,000 endowment fund for the national recreation-leisure time movement.

Even as a student at Lehigh University Mr. Butterworth had been in the Glee Club and in college dramatics—as well as playing football and baseball. Years ago he had himself taken the leadership in developing a large chorus at Moline. He was always much interested in children's gardens and community gardens.

As he came to New York from time to time he would come in with his list of problems he wanted to take up—always wholehearted, enthusiastic, so very human and kindly that all of us who met him had more power for going on with our work. He was like a father in his spirit with members of the staff. One could talk over any kind of problem with him and be so sure of his interest and of the wisdom that came from a long experience of life. Incidentally as one talked with William Butterworth one would catch glimpses of many things he was doing in different fields—doing them all quietly, simply. William Butterworth sought nothing for himself. He gave many addresses on recreation and many of his articles appeared in various magazines. He was always ready to help, but he cared nothing for recognition for himself.

Several times when William Butterworth had gone out of my office I thought of the verse—"Except as ye become as little children ye cannot enter into the Kingdom of Heaven." William Butterworth was a man of great strength and force of character, but with it all he kept as much as any man I have known the heart of a little child. One could sit with him in comfort without talking. I have been with him as he talked with the President of the United States and I have been with him as he talked with unknown strangers and to all men and women he was just himself—not looking up or down, but straight across.

It means much to the national recreation movement that from 1920 until his recent death it has had the help of such great-souled leadership. William Butterworth did much to make America a place in which there is greater opportunity for gracious living.

HOWARD BRAUCHER.

JULY 1936

From a Letter Written to
WILLIAM BUTTERWORTH
By His Father

HOUSE OF REPRESENTATIVES,
Washington, D. C.,
September 15, 1886.

MY DEAR SON :

Thee is about to return to college to renew thy studies, but will realize, if thee lives, in after life, the great love I have for thee, and the anxiety I feel for thy welfare.

My son, in all *things* let the *eternal rule of right* be thy guide. Do nothing that thy conscience does not approve. In all thy dealings with thy fellow men act *honorably*. As thy grandmother would say, "Stick to the right." It is a mere matter of policy, the best, since truth and right are of God and hence, eternal, while error and wrong are of a day and must perish from the earth.

These are golden hours and are fleeing fast. Improve each one.

Let thy language in conversation be chaste and elegant. Avoid saying anything that will wound the feelings of another.

Seek to fill thy mind, not only with the knowledge of text books, but with general useful knowledge as well.

Remember thy Creator in the days of thy youth, when the evil days come not and the hour draweth not nigh when you shalt say, "I have no pleasure in them."

"Honor thy father and thy mother that thy days may be long in the land which the Lord thy God giveth thee."

Keep thy mind clean and sweet. Cultivate ennobling thoughts, and emulate the example of the good.

Be economical without parsimony. Remember, there can be no storing without saving, and wise economy is the true source of benevolence.

Study philosophy as much as possible. Cultivate habits of thoughtfulness.

Let thy conversation be characterized by gravity. Levity compromises dignity, and connects one with the vulgar throng, while true dignity commands respect.

Remember, a man is known by his associates. Leave a companion who urges thee into evil associations or compromising places. Go nowhere thee would hesitate to take thy father or brother.

Keep a journal. It will be a record of thy progress in study and mental growth, and besides it will accustom thee to writing thy thoughts and to describing events.

Seek to practice, at least experimentally, what thee learns. I will procure an electrical outfit for thee so thee may increase thy knowledge of the science by experiments as well as by study.

Get on as fast as thee can in thy studies, as I need thee very much to assist me in business.

Be careful of thy health. Don't fail to apply the remedy to disease in its inception. Be very careful not to get overheated and then expose thyself to sudden cold by lying on the ground or otherwise.

These things I have written thee to keep them in thy memory.

Once more. Be a good and worthy boy. In all things so live that when thee lies down at night, no stinging conscience will disturb thy sleep.

May the Father of us all keep thee, and guide thy footsteps in the way of light and truth, and in good health bring thee again to thy home.

Thy loving father,

BEN. BUTTERWORTH.

To WILLIAM BUTTERWORTH,
Washington, D. C.

Resolution Presented by
WILLIAM BUTTERWORTH
at the
Twenty - fifth Anniversary Board Meeting
held in the
Cabinet Room of the White House

WHEREAS it is estimated that the annual crime bill of the United is \$10,000,000,000. or more; and

WHEREAS it is reported by responsible medical authorities that diseases of the heart and nervous system are rapidly increasing under the strain of modern life; and

WHEREAS there are 338,000 insane individuals in the public institutions of the United States with an annual maintenance cost to the taxpayer of \$169,000,000. with the number rapidly increasing each year; and

WHEREAS there are 10,000 children under fifteen years of age killed each eighteen month period by automobiles; and

WHEREAS there are 200,000 children arrested annually in the United States for juvenile delinquency; and

WHEREAS the White House Conference on Child Health and Protection reports that there are 45,000,000 children under eighteen years of age in the United States and that these children spend a startlingly large percent of their time outside the school and home; and

WHEREAS mental and physical health, safety, good citizenship and normal living are well nigh impossible without wholesome and adequate recreation;

THEREFORE BE IT RESOLVED: That the National Recreation Association at this twenty-fifth anniversary meeting reaffirm its former vote that a foundation or limited period endowment of not less than \$10,000,000 is needed for the national recreation movement; that

For all that is involved in preparing nationally for the recreational use of the larger leisure which is coming so rapidly in industry

For the training of volunteer and professional recreation workers through the Graduate School and its Extension Service

For research in the leisure time and recreation field

For assistance to educational authorities
For study and service in the training of school leaders in recreation

For assistance in training rural leaders in recreation

For work on the land and water problems involved in providing for the future needs of the population of the United States along recreation lines

For all these services there is need either for an endowment of \$10,000,000 or the provision of a stabilization fund which would guarantee an assured income of not less than \$500,000 a year for the next twenty years.

That no organized drive be undertaken to secure this fund, but that effort be made to bring this need to the attention of the men and women in America who at the present time are considering bequests and the establishment of foundations and endowments and trust funds for essential national services to humanity not yet adequately financed.

Three Months Later

By HARRY H. STOOPS
Supervisor of Playgrounds
Recreation Commission
Berkeley, California

ON JANUARY 15th the WPA recreation project in the City of Berkeley had its beginning. After several months of waiting word was received that the funds had been allotted and that on the 15th workers would once again be assigned to assist the Berkeley Recreation Department with its year-round recreation program. Hours of careful planning and thoughtful consideration of the lessons learned from past experience under CWA and SERA went into setting up the best possible plans for making the new project the greatest benefit to the people of the City of Berkeley and of equal importance to those working on the project.

Careful selection of administrative personnel, comprehensive planning of a training program for the play leaders, adequate facilities for housing and finally the preparation of a standard of efficiency toward which it was hoped our WPA play leaders would strive, completed the ground work laid prior to the opening date. Consideration was also given to the problem of using as many applicants sent to us as possible. This was determined by painstakingly listing all the needs of the Recreation Department. Our application blank was drawn up and we were ready to proceed. Every attempt was made to absorb as many workers as the project would allow. An information form, supplemented by personal interviews, constituted the first steps in this rehabilitation program. Responsibilities were assigned, definite hours set and an effort made to make the work as interesting as possible. True, the standards were high, but by means of our training course we were determined to give to these people not only a

knowledge of our work, but most important, to instill a desire to better themselves and to plan for the day when they would leave us to secure a per-

manent position. Such was the foundation upon which our program of recreation under WPA was built.

Now, three months later, we stop long enough to survey the results obtained and to see if we are doing all we can to reach our objectives. Reviewing the situation we find that we have been fortunate in having assigned to us people who were eager to work. Those who were interested in recreation truly endeavored to learn all they could, with the idea in mind of doing their job just a bit better. Everyone was given at least twenty hours of preliminary training in the history, function, theory, value and need of leisure time supervision. All started at the bottom, so to speak, and were advanced according to our standards and their ability to conform to these standards. Following this training they were sent to a play area to observe how the play leader worked, just what his or her problems were and, in short, just what it was all about. After several days of observation they were organized into discussion groups where an experienced supervisor answered all questions and enlightened them further about their duties.

Fitting the Worker to the Job

At the end of this period the superintendent of the project, the supervisor of training and the supervisor of playgrounds met and considered each candidate. The position and the candidate were discussed. An honest attempt was made to fit the

At recreation congresses, district meetings and on all occasions when recreation executives and officials come together to discuss their problems, the subject of WPA workers is invariably discussed. How can these workers be used to the best advantage? How are they to be trained? What is their place in the municipal recreation program? Discussion of these and similar problems is sure to fill the air!

In this article Mr. Stoops tells us how one recreation department has met the situation through a carefully thought out plan which has brought happy results.



Courtesy Winnetka, Ill., Public Schools

person to the position and the position to the person. By this time the worker's weak and strong points were known, and we were very careful to assign the man or woman to a play area where he or she would have the best chance of doing a good job. Every possible personality trait was considered, the worker's, as well as the characteristics of those with whom he or she was to work.

The number of our workers grew and their interest increased accordingly. They formed their own organization and came willingly on their own free time to receive additional training. As they arrived at the predetermined standards advancements were made and increases in pay were gladly given. Additional supervision was provided by the training supervisor who spent considerable time on the playgrounds with the directors assisting them with their problems of program or discipline.

At the present time sixty-five play leaders on twenty-seven play areas are increasing the service to the community by keeping the play areas open additional hours each day more days each week; by offering leadership and training in new activities heretofore lacking in the program. Boys' and girls' clubs, hiking, pic-

nicking, swimming, tournaments, leagues, special classes—all these and many more are being promoted by these play directors who are genuinely interested in their newly found work. Additional play areas have been opened and softball leagues organized and supervised. Pet shows, pentathlons, field days, play days, carnivals and many other features have been promoted successfully. Special groups, consisting of pre-school, school, delinquents, adults and old persons are all benefiting from this enlarged program.

Individuals have been given a chance to display their hobbies by being placed on the project as specialists. Boxing, wrestling, tumbling, dancing—ballroom and tap—dramatics, handcraft, story-telling, bridge and musical activities are only some of our many new additions to the program.

Leather repair men were assigned to the repairing, reconditioning and rehabilitating of

WPA workers with training in drama are engaged in writing and producing plays for children and adults, in constructing stage sets and building scenery. They are searching libraries for information and are compiling bibliographies and arranging libraries of plays for community use.



Courtesy Hygeia

old and used playground supplies. Indoor baseballs, volley balls, basketballs, soccer balls, punching bags and bases, were all placed once again into service through a minimum cost to the city for materials used for repairs. New indoor and medicine balls were constructed from old sections of worn out leather casings, thereby making new supplies available.

Handymen were used to paint lines for basketball, volley ball, tennis and handball courts. Circles and squares were painted for additional games. Baseball diamonds were marked off and bases and foul lines double coated with traffic white paint. Thus on twenty-six playgrounds all game areas were made more usable through the services of these men. Infields were smoothed, jumping pits dug, bleachers painted and many more tasks completed, which added considerably to the appearance of the playgrounds.

Carpenters constructed filing cabinets and shelves from material purchased by the city. Bean bag, mill, hang it, dart targets, dart baseball, croquet bowling, spot dodo, bull board, peg quoits, bagwa, halma, helma, star puzzle, queen's guard, devil in the deep blue sea, were some of the games made and placed into service for the use of the people of Berkeley. Small looms for bead and yarn work were constructed and used by the play leaders in teaching their fellow workers their hobbies. Boxes for recreational material were also designed and constructed.

Additional assistance in the office made possible the reorganization of files on recreational information; a classification of all playground accidents over a three-year period, reorganization of the distribution system of playground supplies, the sorting and segregating of newly acquired information on leisure time programs and dozens of small odd jobs too numerous to mention, which saved time for the office staff.

Recreational information was classified, bulletins written, stencils cut, copies mimeographed and clipped, giving a wider service to the community. Letters telling people of the municipal camps were mimeographed by the thousand and mailed. Many hours of time were saved by typists, mimeograph operators and other assistants.

All leather and wooden playground material

was branded with "B.R.D." to insure them against theft as far as possible. In developing recreational institutes a search was made for new ideas, bulletins compiled and material mimeographed and clipped.

A commercial artist was assigned to us as a playground leader and his contributions to the program have been unlimited. Alphabets, numbers and signs for social recreation; wooden signs for pet shows, dramatic performances, camps and other events; painting and lettering of all the previously mentioned twenty games for social recreation; show cards advertising special features—all these and more have served to enlarge our program.

Handymen have kept the office in the best of condition. Others, painters by trade, painted, shellacked and varnished the games, signs, etc., as they were turned out, making them more durable.

Applicants with dramatic ability and experience were assigned to us and from their good work we have accomplished much. Construction of costumes, stage sets, scenery, properties, provided work for many. Rehangings and reconditioning of stage curtains in the city's community houses was a real task well done. Plays were written, cast, directed and produced. Libraries were searched for information on dramatics, and bibliographies compiled and mimeographed for distribution. Groups were trained in the various phases of dramatics. Plays were written, cast, and produced for children. A library of plays was organized for the use of those interested. A one-act play contest was organized and promoted and fourteen groups successfully provided five evenings of one-act plays for a most enthusiastic audience.

Information from the Berkeley Public Library and the University of California is being compiled, and in the very near future complete classified bibliographies of recreation in all of its many phases will be available for the public. Social recreation and game material is being segregated and classified with the idea of adopting a filing system which will instantly indicate the type of activity desired. Drawings of all game areas, along with the rules for the games, have been placed at the disposal of the public. Each of the Berkeley playgrounds has been drawn to scale showing the play areas from

(Continued on page 226)

Gold Digging in the Home

MUCH HAS been said about the natural resources of this country. We have been mightily concerned with the extent of our natural resources, their development, their conservation and their potential possibility in giving comfort and happiness to everyone. Yet all the while the natural resources of the home have been grievously neglected. We might well do more prospecting at home. Staking a claim there and proving it will yield far richer ore than digging in any earthy hills.

For happier, richer lives in a better society we must appraise the home mine's resources in the form of personality and character, latent talents and abilities, and room area for self-expression in play and creative activities.

There is a great deal of truth in the time-worn song, "The more we get together the happier are we." "Getting together" need not be at college rally or the village pub or at a convention. It may be in the home where the attendant happiness is deeper seated, more sincere and lasting. Home is coming to mean more than a place to hang one's hat, a place to eat — sometimes — or a place to sleep. People are becoming increasingly aware of the value of playing together in the home as a potential factor in developing its human resources. In addition to strengthening the family ties, home play is an important socializing agent for preparing the children for the more complicated social adjustments to be met in the larger, more complex social institutions upon which contemporary society is based. Through home play desirable play habits may be established which will contribute to the development of an adjusted personality and good character.

Through creative home play activities who knows what happiness and satisfaction have been experienced? The annals of history are full of the artists and writers and inventors who happily "messed about" at home much to the horror of their families and friends who considered such waste of working time little short, if short of sinful. Nowadays the creative instinct is carefully fostered, not to develop

or discover geniuses or best-seller writers or foremost painters, but because by so doing the person involved leads a happier, richer life, becomes a more rounded personality. "Of all things which give eternal satisfaction to the spirit perhaps making things is the most far flung." And the "things" made may be collections, books, photographs, craft objects or castles in the sandbox or block houses.

But where can we get together informally and carry on these activities? Prowl around your house. Look to your basement! And if there be no basement, what about the attic? or the garage? or the roof? or the porch? Have you a half-empty store room that could be rearranged? A little ingenuity, hard work, some wall board, a bucket of paint and a few inexpensive furnishings or rejuvenated old ones may convert an attic or basement from a dismal cave piled high with debris and murky with cobwebs into a cheerful room for home play for the family group or its members. Here play activities may be carried on without disturbing the rest of the household should Jim want the stamp club to meet when father was weary. Unfinished work may be left out without causing worry lest visitors come and find the makings of airplanes or quilts all over the living room table.

What can you do to these seemingly impossible basements or attics to make them livable and cheery? We give a few suggestions:

The Attic or Basement Play Room

Ceiling, Walls and Floor. An infinite variety of finishes may be worked out for the attic or basement room. Boards of knotty pine, half logs, panels or less expensive composition sheets of rigid fibre or wall board may be used for the ceiling, walls or partitions. They may be left a natural color, stained, painted or covered with decorative wall paper.

Have you ever thought what a gold mine your attic or basement may be? A voyage of discovery will pay you!

Rough basement walls may be plastered and decorated, or studs may be extended from the ceiling to the floor and covered with any material desired. In case of slightly damp basement walls, a coat of waterproof paint should be applied. If there is continuous seepage and dampness it may be necessary to cover all or parts of the wall space with waterproof dressing or filler.

It may also be necessary to cover the basement floor with a damp-proof cement. Over this may be applied a coat of quick drying cement paint of a bright and cheerful color. For those who want a more elaborate floor, there are linoleum, wood flooring, tile and various cork and rubber compositions. Wide pine boards or linoleum are very appropriate for the attic floor.

Rugs also add greatly to the attractiveness of the recreation room floor. All of the old cloths and carpets that collected during the clearing of the room may be sent to a rug weaving company. Out of these old materials reversible rugs can be made at a surprisingly low cost.

Light. In almost every attic and basement room there is insufficient light. In the basement it may be necessary to put in more grade line windows or to have wells dug or deepened so that present windows may be enlarged. The attic windows may have to be made wider and longer.

Additional electric lights and convenient outlets may be installed. It is advisable to have light fixtures placed close to the ceiling where they are less easily hit and broken. Conveniently located outlets and adjustable lamps for the work bench or study table will eliminate drop lights. Light

colored walls are best for a room in which there is a small number of windows.

Stairs. The attic or basement stairway is usually very steep, so every precaution should be made to make it easily negotiable and as safe as possible. This can usually be done without disturbing the order of other rooms. Hand rails on one or both sides, non-slip mats of rubber or coarse pile carpets, and the installing of two way switches at both the top and bottom of the stairs are aids in the prevention of accidents. The walls and stairs may be made to fit into the decorative scheme of the recreation room. One family, to preserve the "catch-all" feature of the basement, built a closet under the stairs. A bag was hung under the stairs and one of the top steps hinged so that it could be lifted up and refuse sent down a chute into it.

Decoration. The scheme of decoration for the attic or basement recreation room may be developed around one of many subjects—and here the imagination may be brought into play. It may be merely a simply well-furnished room or it may be developed around an individual's hobby, as for example, a sport such as tennis, boating, fishing, hunting or golf. Perhaps it may suggest a realistic cabin of a ship or be built around the theme of aviation. Other motifs may be used, such as western life, Indian activities, or a circus setting with animal paintings on the walls and brightly cushioned nail kegs for seats. Through the use of advertising posters and scenic wall paper entirely different atmospheres will be achieved.

Overhead heating and water pipes or gas and electric meters are in many cases made a part of the decorating scheme. With a western ranch idea, for example, the upright pipes may become the corner posts of a ranch fence, or with the use of ropes the pipes may suggest yardarms on a boat. The decorations should in no way imply that only activities pertaining to the subject are



A basement gold mine prior to development

to be carried on in the room. They should offer a pleasing atmosphere for any type of recreational activity whether it be games, crafts or social activities.

Facilities and Equipment. The size and type of the basement or attic room will determine to a great extent the nature of the facilities and equipment that can be placed in it for recreation purposes. Careful plans should be made so that all space will be used to the greatest advantage.

In a low sloping attic sides may be used for reading nooks, built-in bunks, cupboards, chests, closets, book shelves, drawers, the radio, hobby collections and arts and crafts supplies. If it is at all possible there should be a fireplace in the home recreation room as a background for intimate family gatherings. It serves as a setting for a wide variety of home gatherings—story-telling hours, family sings, popcorn feasts, taffy pulls and marshmallow roasts. A corn popper is a good thing to have in any home.

Every home should have a musical instrument or instruments. The piano comes nearer to meeting all needs than any other. The phonograph and radio are also valuable for pleasure and educational purposes. Even though there may be a piano in the living room, why not try to secure a second one for the recreation room? It is often possible these days to secure for the cost of transportation an old piano which can be tuned at a small cost.

Furniture, including card and game tables, chairs, stands, bookshelves or magazine racks will be needed. This may be the workmanship of the father or son in the family, or mother may have repainted several discarded pieces, covering the chairs with gay-colored cretonne remnants. Lamps, rugs, bric-a-brac and pictures add to the attractiveness of the room.

Suggested Uses

As has been suggested, the scheme of decoration

The same basement with operations completed

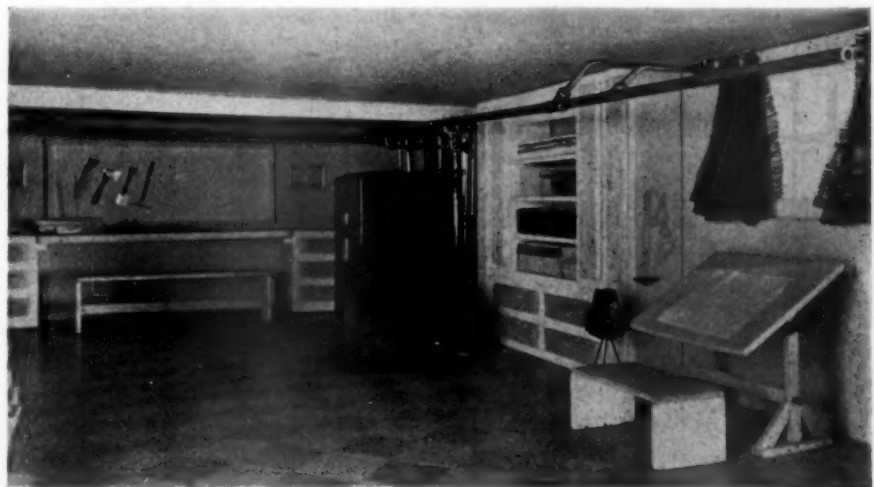
or the name given a play room should not limit its use. If a room is to be designated as a "putter shop" it should not be restricted to arts and craft activities. The varied recreational interests of the members of the family should be kept in mind. At some time during the day it may become a child's play room; on other occasions it may be a sewing room for the women of the family. If the family wishes to play games, tables and other equipment may be placed in the center of the room. These may be pushed aside for dancing.

The recreation room may serve as any of the following:

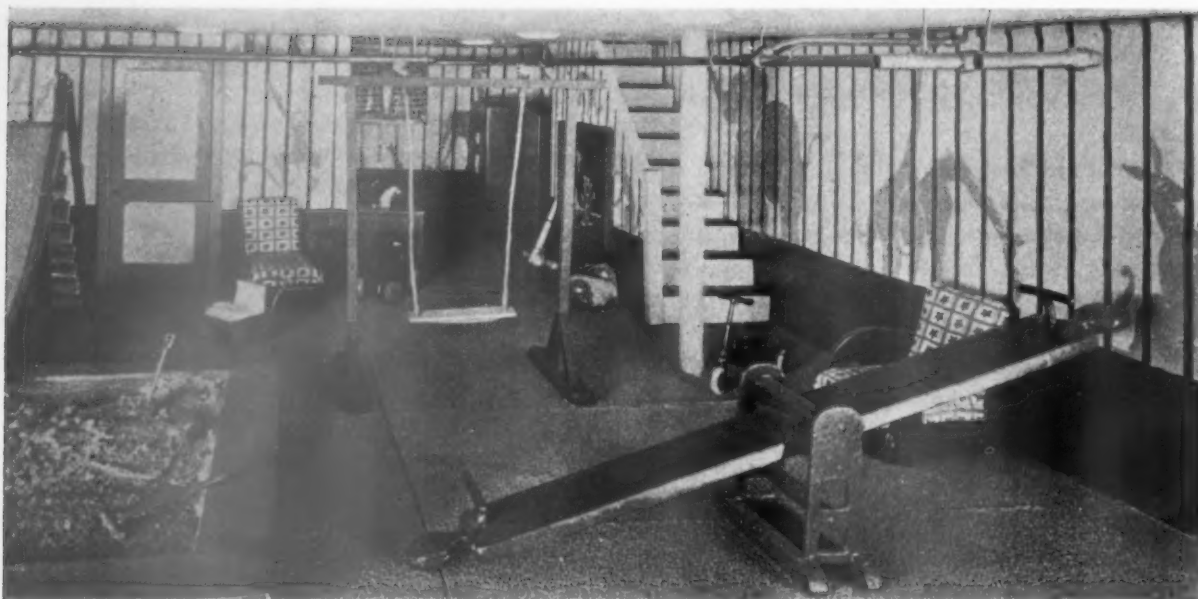
A Miniature Gymnasium. With a floor mat for tumbling, wrestling and boxing, suspended rings from the ceiling and basketball hoops for the smaller boy. In the corners are a punching bag, rowing machine, jumping ropes, boxing gloves, rubber balls of various sizes and other equipment. If the basement room is large enough there may be a net for deck tennis and volley ball. Certainly there should be a ping pong table which can be folded and set aside when not in use.

Handcraft Workshop or Laboratory. Where the members of the family may putter and experiment; a place where the boy and his father may construct toys and furniture, build model boats and planes or mold metal; or other members of the family may tool leather, construct marionettes, make hooked rugs or draw and paint.

Hobby Room. Used for every type of hobby. A place where treasures may be brought and put for safe-keeping. Here Mother works on her priceless patch quilts; Dad shows his collection of



Courtesy American Radiator and Standard Sanitary Corporation



Courtesy American Radiator and Standard Sanitary Corporation

trophies, sister displays her foreign dolls and does water color paintings, and brother Bob's stamp club meets and barbers in one of the world's most exciting markets.

Game Room. A jovial center for family active game nights, progressive game parties and contests and tournaments. A closet filled with checkers, dominoes, Pollyanna and other board and table games provides equipment. There are tables for cards, ping pong and billiards. Playing courts for shuffleboard have been painted upon the floor.

Museum. A room where the child or adult may start his natural history collection. A place to display and store collections of butterflies, rocks, weeds and even snakes and toads is essential for children and the adult nature lover.

Bird Cafeteria. A very interesting project for bird lovers. Place a wide board outside the window of the play room or any room of the house near which birds come. Arrange perches by inserting dowsing in the outer side of the board. Place suet and apple (impaled on nails), grain, crumbs and water for bird visitors. Watch the birds closely.

The Play Room. Every home in which there are young children should have a room or at least a corner of a room which belongs exclusively to the children where they may play undisturbed and not disturb others. Possession of such a room eliminates disorder and confusion in the house and

This basement play room was awarded a special prize at a recent contest

worry for mother. It develops the child's sense of ownership and respect for the rights of others. A place for playing and proper toys should be provided if the child is to receive the essential development which play affords.

An attic or basement recreation room will make a fine play room if it is sunny, well ventilated and well lighted. It may become a play room at certain times of the day and be used for entirely different purposes at other times. Families not fortunate enough to possess such space reserve a corner of the child's sleeping room or the family living room for a play space. An effort should be made to mark off this child's province in some definite way.

The furnishings for a play room or play corner need not be expensive, but should be planned with the idea of the child's comfort and use rather than with the purpose of appearing attractive from a grown-up's point of view. The height and durability of tables, chairs, sand boxes, shelves and cupboards as well as the height at which pictures and blackboards are hung will depend on the age of the child. Low shelves and cupboards are an inducement to order and a convenience for the small child. The pictures should be appropriate for the child, and if changed from time to time they add interest to a simply or meagerly furnished room. Rugs should be of the easily cleaned, reversible kind.

(Continued on page 226)

Musical Heights for the Plain Man

HAD YOU lived in Cambridge, Massachusetts, a few years ago, and liked to sing, you might on a certain evening have gone down Garden Street to a handsome old house separated from the roadway by a spacious lawn and trees. There soon after eight o'clock about thirty men and women were to be found in pleasantly animated conversation. Presently you would have heard a young man playing softly at the piano the opening measures of a Bach chorale, likely that one of the loveliest, set to the words commencing "Deck thyself, my soul, with gladness." Then came singing, increasing in volume and expanding in harmony as the conversation gave way gradually before it, until by the time the last phrase was reached the entire company was embarked for the evening's adventures. They sang folk songs and Elizabethan madrigals still as fresh as a bright May day in merrie England, a stirring chorus or two from the Brahms "Requiem" or from a Bach cantata or similar work, a mystical motet by Byrd, Palestrina or one of the great modern Russians, and other good choruses of various moods and periods. Romantic sentiment went lilting through some of the Brahms "Liebeslieder," and good humor frolicked through some Gilbert and Sullivan, perhaps the final chorus from "The Gondoliers." And then came refreshments and more good talk. "Gute Nacht"—one of the loveliest of German folk songs—was sung at about eleven.

A very extraordinary thing about this singing was that it had nothing whatever to do with any concert. It was not a rehearsal. The music and the singers made up its entire world. The audience, so dominating a factor in almost all our music-making, was left out. Moreover, the singers were not professional vocalists. More than half of them were Harvard and Radcliffe undergraduates, destined for about as many different vocations as would be found in any unselected group of students, and the rest were also amateurs in performance though a few of them were teachers

More adventures in digging for gold in the home; unearthing musical treasures

By A. D. ZANZIG
National Recreation Association

of music in elementary schools, and one the director of the Radcliffe Choral Society. Several were graduates of one or the other Cambridge college. Through two college years they gathered every fortnight and at some additional times, when the eagerness of some one of the more influential among them had set their telephones a-ringing.

The primary causes of these gatherings were the excellence and the general spirit of the Harvard Glee Club and the Radcliffe Choral Society. And we have been told of other similar groups said to be at least partly due to the good singing at those colleges. This is something new under the American sun—music of a sort long regarded as the peculiar profession of learned and skilled musicians, most of them foreigners, being sung by musically ordinary natives in their homes for an evening's delight! And there is likely to be more and more of it, especially if it is started during undergraduate days. The Harvard and Radcliffe choruses, each entirely extra-curricular, attract more students than do any other three extra-curricular activities of the college combined, including the major sports. This is true also of Yale where, one autumn, 512 students sought admission to the Glee Club; it is true of many other colleges where excellent music is well sung for the love of it; and most impressively of all, it is true of hundreds of high schools. In many a community there are large numbers of graduates of these schools and colleges who could enter very happily into such home gatherings if only the home and good informal leadership were made available.

Another Home Group

But college or high school singing is not at all a prerequisite to good amateur music-making in homes. The writer sings in a group of twenty neighbors, most of them couples—father and mother coming together—of whom only five have ever sung in a college chorus or any other, and

only four have had any special musical training. We sing every other Tuesday evening, and "at call," in the homes of the singers: each time in another's home. Like the Garden Street group, we have the great delight of singing music of Bach, Brahms, and their fellows. We are in especially great debt to John Dowland, Tom Morley and Orlando Gibbons of the madrigalists. "Come again, sweet love" by the first, and "My Bonnie lass she smileth," "Now is the month of Maying" and "April is in my Mistress' face" by the second are among the least difficult of the madrigals. Coming to the latter, we sing with Morley quite praisefully but with a strange lack of assurance that "April is in my Mistress' face, and July in her eyes hath place." By the time we are ready to sing, "Within her bosom is September" we have grown somewhat more eloquent, but oh, the fervor of our complaint when, upon turning the page, we find, "But in her heart a cold December"! This page we usually sing at least twice over, because of its fascinating interplay of parts. Soprano, alto, tenor, bass, each in succession agreeing knowingly with the previous one's "But in her heart," though too ardent to wait until that one has finished the phrase, seems to say, "Ay, 'tis only too true!" Our only difficulty is to avoid having the less romantic basses sound as though they were saying instead, "You're darn right!" Gibbons' "Silver Swan," one of the most beautiful of madrigals, also never ceases to surprise us with its closing lines, "More geese now live than swans, More fools than wise."

At about ten o'clock the hostess disappears, and you know what is going to happen. It *does* happen! The refreshments are simple and the talk delightful, and afterwards we sing still better. For there is a subtle relationship between music and food, good food. If after having sung a while you have refreshments, even if nothing more than coffee or cider and doughnuts, and good talk, you will then be the very soul of music and good feeling, and sing better than you will ever know how.

It is amazing, how readily we learn what seems to be difficult part-music. Under the circumstances it is not really difficult at all; the perfect leisure of the occasion lets mind and spirit grow naturally in grasp of the music. The hurry and constraints that often attend rehearsals for a concert are absent. The leader plays over the new music while the singers browse through it, humming or singing whatever attracts them in it. Then

their attention is brought to an especially lovely or significant phrase in one of the parts, which is played and sung. The other parts are invited and helped in. After a little of this more intensive exploring, the whole composition or the section containing the now more familiar part is played again and more of it is apprehended by the singers than at the first hearing. So we grow in grasp of it until, after a half hour or less, it is put aside for the next time we gather.

There is something about the best music, especially such magical stuff as is in the Bach chorales, that nourishes the essentially musical powers of a person, those intuitive forces that teachers of sight-singing and wielders of batons often overlook. Three of the men in our group were barely able to carry a tune in the beginning, but even they can now maintain a part in a simple madrigal without accompaniment, to say nothing of their confidence and accuracy in accompanied arrangements of folk songs and other fine, simple music. Of course, we also sing folk songs in unison now and then, some of them with descants for the women while the men sail gallantly along with the familiar tune. There is no end of excellent and delightful music suited to the singing of small groups of amateurs, much of it never heard because it is not so well suited to concerts.

One of those three men, who has a robust though uncertain voice, became so enthusiastic that two years ago he joined a good church choir. When telling the rest of us about this, he felt obliged to explain how *he* happened to get into *that* accomplished choir. "I stand next to an Englishman," he said, "who sings every note at exactly the right pitch and time, but you can hardly hear him. You see, he gets the pitches and I sing 'em."

The growth in the quality of our singing has been little less striking and no less natural than our growth in power to learn the music. Evidently the spontaneous shaping of the spirit again and again to fine feelings is accompanied quite involuntarily by a shaping of the voice also, at least up to the point where physiological constraints or defects place a limit. And a hint or good model of vocal freedom from the leader or some other one of us goes far toward overcoming the constraints.

How It Grew and What It Grew

This informal singing was started without previous intention when four of us were once

gathered around a piano to look over a book of folk songs that one of the four, a mother, wished to sing with her children. In the back of the book was some four-part music in which we attempted the parts just for fun. The mother who owned the book thought the experience so enjoyable that she exclaimed, "Let's do this again next Wednesday. I know a tenor." It's a wonderful thing to know a tenor, so we all agreed, and on the next Wednesday we had the tenor and his wife who, as luck would have it, sang a pretty good alto. So the group has grown, by the natural effects of acquaintanceships, without any effort at promoting it.

Other enjoyable activities have grown out of it. Just as additional persons, one by one or two by two, have been attracted to the singing through the normal spread of such an interest among neighbors and friends, so the number of our common interests has been growing by what might be called the neighborliness of good ideas. Recently we went together to hear a symphony concert, and the next time "Die Meistersinger" is performed by the Metropolitan Opera Company we will be there to hear it. (We are only eighteen miles from New York.) We have several times sung a chorus from that most delightful of all operas, and we will explore more of it before the performance. The interest of two of the women in weaving has spread among the others and beyond them to other women in the village, and their growing skill has already produced some

lovely textiles. Several of us have joined with other villagers in English country dancing every Wednesday evening.

The Children

But the most gladdening of all the outcomes of the singing is the influence that it must be having on the older of our children. It is pleasant to see one or two of them "sitting in" at some of our gatherings, until it is time for them to go to sleep. The lovely strains must continue to reach them for a little while after they have gone to bed. No influence could be finer than that which comes from having in one's own home such "Great Companions," as Whitman would call them, as the composers who move among us on those evenings. Surely there is no better way of starting children in the love for and understanding of the best music, and the wish to make it themselves, or of introducing them into a social life which they will be glad to inherit from their elders. Compare to this the ordinary gathering of adults and children at a home party, in which the two generations find very little that can possibly or worthily bring them all into happy companionship.

Becoming a Concert Chorus

The Garden Street singers, of whom we have told, have become the Bach Cantata Club. Through invitations to friends and acquaintances they formed a chorus of ninety and gave a concert of a Bach cantata and other re-

A German singing society in Milwaukee enjoys one of its regular rehearsals



ligious music in St. Paul's Church in Boston. This attracted still more people to membership, and now they are a full-fledged concert-giving chorus rehearsing diligently every week. There is a loss in making such a change; it is somewhat like equipping a modest sailboat, heretofore propelled only by wind and tide, with an outboard motor. Lovers of sailing will shudder at this analogy. But in singing, the gain may be greater than the loss, especially where the natural propulsion to sing and to delight in the music itself is given every opportunity, even though the necessity of preparing for a concert is pushing the singers onward. The Garden Street group was quite large even in the beginning and therefore it probably could not attain the degree of comradeship that makes a smaller group sail along without added incentive. But the natural desire for utmost excellence in performance, and therefore for added incentive, was probably the main cause of the change. And the full, val-
 orous, but still gay effort to fulfill that desire, now and then rewarded by great beauty, is a rich gain, especially to anyone of the many people whose work or enforced leisure has given them no opportunity or no motive for attaining excellence in any field.

It is through striving in a chorus, be it a concert-giving one or not, that the plain man may reach the greatest artistic heights. In no other art or craft can the unskilled person rise so high. In Bethlehem, Pennsylvania, it is a chorus not of musicians but of steel workers, stenographers, tradesmen, clergymen, teachers, and people of other non-musical professions that has each year given a two-day Bach Festival that is eagerly attended by music-lovers from far and near. "I wouldn't go across the street to hear any one of us sing alone," said one of the members, "but when we sing together, I'd go a thousand miles to listen." The reader may know of some of the other choruses of amateurs that rise equally or nearly as high in artistic achievement. Their number has been slowly increasing.

The Church Choir Offers Possibilities

It is a pity that so many church choirs, though given high purpose and more frequent audiences than any other companies of singers, are inferior. Their fine possibilities, exemplified by excellent

choirs here and there, are especially valuable in these times when it is critically important to enrich and inspire life as well as to preserve it. The fault is principally due to the poor taste and lack of ability of many choirmasters, though indifference, lack of initiative, or low standards on the part of pastors and laymen are also to blame. Fortunately, there are now a number of good schools for the training of choir leaders, among which may be mentioned the department of sacred music in the Northwestern University School of Music, St. Dunstan's College (Episcopal) at Providence, Rhode Island; the Pius X School of Liturgical Music, the School of Sacred Music at Union Theological Seminary, and the Westminster Choir School at Princeton, New Jersey. The last of these has been especially influential in the growing movement toward the installation of a really capable "minister of music" in every church, whose main duty it will be to enlist an

adequate number of church members in each of three volunteer choirs — junior, high school, and adult—and to bring them to as high a degree of excellence and fine vitality as possible. This, it will be seen, has also to do with the high musical potentialities of the plain man. Of course, there should also be a good organist,

who may be the choir leader himself. And a quartet of excellently trained singers can be of immense benefit in a volunteer choir, especially if each one is allowed to assume a tactful tutorial attitude toward his or her section.

Will the Brightest Promise Come True?

The brightest promise of a rich development of amateur music among the American people is in the high schools where, in an increasing number of places, there are choruses and a *cappella* choirs whose singing is superb in selection of music, in performance, and in ardor. But there is no assurance that such endeavors toward fuller, richer living will have a lasting effect. The prevailing interests and activities of adults in "real life" outside the schools, especially as they are reflected in homes, are likely to have greater influence than anything done inside the schools. And there can be no doubt that those interests and activities are in large measure contrary to such singing and other ways of creating beauty for the love and

"Share your songs, your music, your art, your sports and your heart's desire, and you have shared what has greatest lasting value. Build a community with what we have in common and the rest seems less important."

joy of it. The inspiring hope that the world or the city or town will be made better in the quality of its living by educating the children is largely frustrated by our doing little or nothing to make the adult community fit for the survival of the best results desired from that education. This thought may make us consider what opportunities the community offers for continuance of excellent singing by graduates of those school choruses. We have considered the church choirs and we might think also of the social and other clubs and societies in which good singing might go on. But there should be musical opportunities for the amateur that are free of any expected loyalty or other commitments to a private organization not purely musical. We need *community* musical organizations.

The Community As Home

A good community chorus not only provides musical opportunity for many people; it can be also a means of cultivating civic spirit. A festival such as might be given by a number of choirs combined with a community chorus can be even more effective in this regard, at least during the period of its preparation and performance. Be it a permanent chorus or an occasional fine festival, it can be in truth a civic expression, a token of the sort of thing the city stands for and admires. It is said that the true character of an individual may be known by what he does when he is free from compulsion. So is it with a community also. It is also said that the individual's character is largely the result of the influences of his home life. But the influences of the community or neighborhood in which he lives are indissolubly intertwined with those home influences. After all, a home is not merely a house and lot, detached from the city of which it is a part. A fine community musical enterprise, given an honored place through the newspaper and through the moral support of civic and religious organizations and leading citizens, and enlisting as performers or listeners all sorts of people in the city, must in some degree influence the attitude and behavior of many residents toward their home city and toward one another. Like a beautiful park, a fine public library or art center, or a stately public building, it can be a token and champion of the dignity and inner life of the people.

Home Music Again

Home music, however, can be even more delightful, especially in the social qualities for which it calls, and it is more readily commenced and maintained than a chorus. It needs no organization, no officers or committees, no considerable expense, and it shuns publicity. Moreover, it escapes entirely the danger of discouragement or disbandment that besets every concert-giving chorus when its audiences are small. It needs musically capable leadership, however, of a kind already indicated in our descriptions of two home groups. Fortunately, such leadership is likely to grow naturally in many of the young men and women in the good high school and college choruses. And there is at least one school—The Concord (Massachusetts) Summer School of Music—mainly for teachers, that is a most inspiring means of developing the desirable qualities. That its yearly company of about one hundred and fifty students are deeply infused with the spirit of the true amateur is shown not only in the large number of small groups self-initiated during the school period, but also in the singing or playing of such groups in many of the places in which the students spend their winters. Many a musical person who has never had any hope of being a conductor may find himself well able to take the lead in adventuring with good neighbors through such music as we have mentioned.

We have not dared to commence considering the delights of instrumental music-making that are within reach of the plain man. The opportunities in choral music are enough to consider in a single article. Moreover, singing is a much more nearly universal means of reaching the heights than playing can ever be. Even a kindergarten child's singing may be as beautiful a thing as has ever been heard or seen.

"Art springs from leisure. This is a well-established and generally recognized law. Primitive peoples whose entire energy must be devoted to the obtaining of food and shelter have little to show in the realm of fine arts. It is true that certain products of primitive races—fine needlework, rugs, baskets and similar articles—might seem to discredit this statement, but the fact remains that great music, poetry, painting, sculpture and drama are the products of leisure and of those hours of meditation and contemplation which leisure renders available."—*John Winter Thompson* in "Music and Leisure," *Leisure* for August 1935.

In a Wisconsin Community

ACTIVITIES of many kinds featured last year's recreation program at Two Rivers, Wisconsin, where the Department of Municipal Recreation, whose director is Arthur P. Eckley, is seeking to provide adequate recreational services for all its citizens.

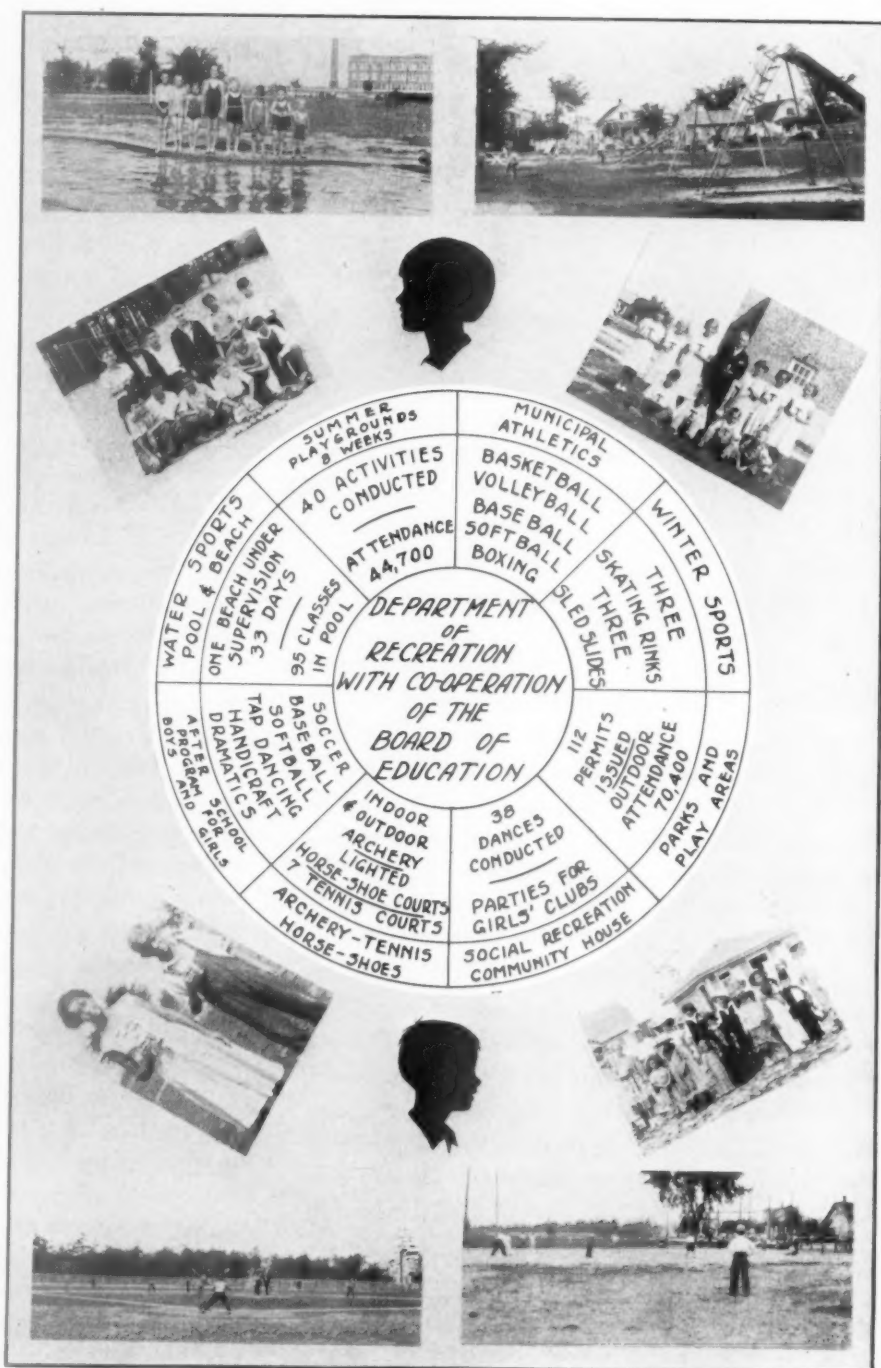
One of the interesting features of the program is an archery club composed of people over 25 years of age. The Department furnishes the club with official targets and supervises the range during the summer months. During the winter season the archery program is continued indoors at the community house.

In 1935 horseshoe playing aroused a great deal of interest and eight lighted courts were in operation most of the season. Skating rinks and sled slides were maintained at three playgrounds during the winter, lights being provided for both activities.

Special attention is being given to the needs of girls, after-school activity being provided for girls of grade school age and an evening program for employed girls. Two girls' clubs have been organized as an experiment, one for girls between 12 and 15 and the other for older girls. The girls themselves determine the nature of the program.

At the beautiful community house, the gift of J. E. Hamilton, complete equipment and facilities

A graphic presentation of some of the recreational activities in Two Rivers



(Continued on page 227)

Courtesy Report of City Manager, Two Rivers, Wis.

Nature on the Playground

By ELIZABETH H. PRICE
Santa Clara, California

IT IS TIME the bugaboo against nature on the playground was laid low. For too long nature study has been wrongly characterized as too difficult for unspecialized leaders, too unappealing to the children and unadapted to city conditions. We rise in its defense!

Nature study does not mean learning names of things in groups of five or ten or twenty. It does not start, stop or proceed on a basis of mere observation of color or form or adaptation. It is primarily the study of living things living, the watching of an insect or plant or bird day by day or hour by hour in its struggle for existence. You can do that, whatever your training. You will find, too, that there is no playground without a spider, a nearby tree or space for a flower pot. And the children are inherently interested in nature, though a seeming lack of enthusiasm is often caused by the strange stigma attached to the word "nature." Call it "adventuring" or nothing at all, and the children will respond eagerly.

The following suggestions will serve as guide posts as you start your nature program. As you proceed new vistas and new activities will occur to you. Do not forget to watch living things live lest you miss a lot of fun and lose out in the life-long enrichment the nature program stands ready to provide.

Watch Live Things on Your Playground

A spider in a glass fruit jar—Feed it flies and other insects and see how it handles them; watch it spin a web. (Spiders do not devour their victims, they suck their juices.) Let this lead to observing spiders everywhere.

Mosquito life cycle—in water in fruit jar. This is also a lesson in mosquito control, being a warning against leaving stagnant water about.

Many people have the idea that the difficulties in the way of promoting a nature program on the playground are so great as to be insurmountable. Mrs. Price, who has for many years specialized in nature study, exploded this theory at an annual spring training course for playground workers held under the auspices of the Recreation Department of Oakland, California.

Stage a. Black eggs in little rafts on surface of water look like tiny flecks of soot.

Stage b. Grigglers hatch from the eggs, swim by jerking and come to the surface to breathe through the tail end.

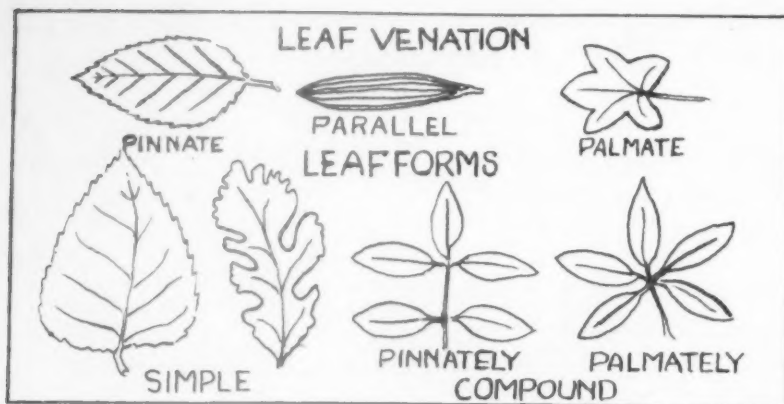
Stage c. The tumblers into which grigglers change also have power of motion (unlike chrysalis of butterfly) and come to the surface to breathe through tubes in the shoulder region.

Stage d. Adult winged mosquito crawls out of the split back of the tumbler uses the discarded skin as a raft while its wings dry, then flies away to hunt a victim whose blood it can suck.

Butterfly life cycle. Start with tiny eggs laid on leaves or—easier to find—newly hatched caterpillars. Put in fruit jar with leaves they have been observed to eat. Clean jar and give fresh leaves daily. If a branch of leaves is placed in a jar of water and the opening blocked with cardboard or cloth, the leaves stay fresh much longer and the caterpillars are free to climb from leaf to leaf. Put the jar in a net-covered box so the caterpillars will not escape should they drop from the leaves. Watch them (a) grow by crawling out of their inelastic skins, (b) change into a chrysalis or spin a cocoon, (c) emerge as an adult butterfly or moth, (d) mate and lay eggs. Note that during the cocoon stage the chewing mouth of the caterpillar changes into the sucking mouth of the butterfly and that wings and quite different legs develop.

The humble polliwog. Early in the spring a fruit jar with pond water and water plants and polliwogs which can be watched as they develop legs and absorb their tails will prove interesting. They feed on water plants and bits of lettuce.

Bird feeding table and bath—out of reach of cats. Scatter dry bread crumbs and nail down a piece of clean suet and provide a flowerpot saucer



Leaf forms and leaf venation are shown in this diagram

for a bath (shallow and not slippery). Even an English Sparrow is interesting in a close-up. The playgrounds in parks, especially in winter, should have many and interesting guests at their bird tables. Crumbled cornbread proves irresistible bait.

Germination of seeds. Lay some dry lima beans on wet cotton in a saucer of water and watch them swell and sprout and begin to grow as they would in the ground. You can make out the baby plant, consisting of root and tiny leaves, which was wrapped up in the seed coat with two packages of food to serve the tiny plant till it can begin to manufacture its own food. Other lima beans planted in dirt in a flowerpot will carry the story of growth on from here. Watch the packets of food shrivel as the wee plant uses them up.

Become Mineral Conscious

Everything in the world is either animal (milk, silk, butter) or vegetable (tea and coffee, cotton and linen, pepper and sugar) or mineral (water, asbestos, salt) in origin. Have fun thinking up things and putting them in the proper class. Then think of all the minerals you can. What minerals can you find on the people on the playground or in the playground buildings, fences and equipment?

And Always, Flowers

Encourage an occasional or else a constantly changing display of garden flowers in labelled bottles in the playground office. They may kindle new interests.

Flowering weeds in vacant lots or gardens can be worked into a delightful project.

Stress conservation of wild flowers, enjoying them where they grow, without picking.

Exhibit a chart of flower parts and encourage comparison with very simple flowers. Avoid com-

plicated modifications found in many cultivated flowers. In the center of the flower is the pistil which contains the seeds and receives the pollen on its tip. Next around it are the stamens that produce the pollen necessary to fertilize the seeds. These are all that are essential to make a flower. Willows and cat-tails and many other flowers have either the one or the other in a flower and no sepals and petals. Most flowers have petals and sepals, however. The petals are usually bright-colored to attract insects in search of nectar who will transport pollen from one flower to another. The sepals are usually green and form the protective covering of the flower bud. Some flowers have gay-colored sepals (nasturtium). In many lilies (tulip) you can't tell petals from sepals, so together they are called the perianth.

Trees—An Ever Fascinating Study

Trees offer one of the very best of all nature projects for city playgrounds. Even a fully cemented school yard has a row of street-side trees with more trees in neighboring blocks.

It is interesting to discuss what characteristics determine which trees shall be chosen for street-side planting, such as beauty of form, sun in winter, shade in summer, hardiness in this climate, not demanding excessive watering, not having tendency to get into pipes, neatness, quick growth, resistance to disease and insect pests. When hiking along city streets, you'll have a natural opportunity to bring up this discussion. Fun to see how long a list the children can make of street-side trees in your city.

You can separate trees into classes in several ways as deciduous (Sycamore) or evergreen (Fir); broad-leaved (Olive) or needle (Pine) or scale-leaved (Cypress); native (Buckeye) or imported (Eucalyptus); opposite branching (Maple) or alternate branching (Elm). Notice that nearly all the needle-leaved trees are evergreens but that not all the broad-leaved trees are deciduous. Euca-

lyptus, Magnolia, Acacia, Pepper, Live Oak are broad-leafed and evergreen.

Two kinds of growth occur in a tree. One is the increase in diameter of trunk and branches by a new layer of wood each year on the inside of the bark and the outside of the heartwood. On a sawed-off stump or limb you can tell the age by these annual rings. Exhibit one on the playground and find a stump on a hike. Let the children count rings.

The other is the increase in length of branches and the season's new leaves and blossoms. Every bit of this growth is packed away during the summer in miniature form in buds found in the angle between leaf and twig. Look for them. These buds lie dormant during the winter, protected from the weather by waterproof scales. In the spring the buds swell, the scales drop off leaving scars to mark their position, and out of the bud comes the new year's growth of twig and leaves and blossoms, minute at first but rapidly expanding. Out of one three-quarter inch bud on a maple in my yard came a branch almost three feet long and bearing over a dozen leaves that average fully eight inches in diameter. Could a magician beat that with hat and rabbits? By noting the scale scars that encircle a branch, you can count back each year's growth and tell how old a branch is. Some species are easier to tell than others. Select a simple one before you show the children.

Leaves become a really fascinating study as you come to notice their beauty, their variety in form and color and outline and texture and veining. Ink prints of leaves are fun to make, beautiful to look at, and a perfect approach to the study of leaves. A simple leaf is just a single leaf with a single stem even though the margins may be deeply indented. A compound leaf is made up of several leaflets, each with a little stem of its own. In arrangement they may be either pinnately or palmately compound.

A nature room in a New York City school. Make your playground an outdoor nature room!

Veins serve as supporting skeleton and as pipe lines carrying water and mineral salts into the leaves and food manufactured in the leaves back to the branches. Their arrangement is of three types, parallel as in lilies and grasses; and netted, netted being of two types, pinnate and palmate. In palmate veining, all the main veins come from the tip of the stem.

Earlier in the year it is a delightful project to try to catch every tree in the act of blossoming and make a tree-blossom calendar. It is too late for most trees now but keep your eye on the late blooming ones.

It's not too late to notice what each tree produces in the way of seed, whether nut or berry or winged seed or so-called fruit or pod or acorn or what not.

Plant trees in the hearts of your children and in your own as well.

Insect Collections

Encourage the making of insect collections mounted in cigar boxes floored with smooth corrugated cardboard. Cotton partly soaked in gasoline or carbontetrachloride and covered with oiled paper (to protect the insects from the moisture) in a tightly corked bottle is a safe way of killing and should be carried on every hike into the country. Lutz's "Field Book of Insects," published by Putnam gives full directions for spreading and mounting.



Animals

It is very much worth while to help people to discover how interesting is the relation of structure to habit in animals.

For instance, bring onto the playground a gentle dog and cat and show the children how to compare them. Go just as far as you are able but bring out the following facts: Which has more teeth? (dog 42, cat 30). How do they catch their prey? Cat creeps up silently or springs from ambush, catching the victim with its sharp claws. The dog runs its victim down and catches it in its teeth. Notice the difference in shape of heads, the cat's round, the dog's with muzzle extending well out in front as if lengthened by millions of years of reaching after prey. Then for the claws, the dog's are blunt and sturdy to save wear and tear on the foot-pads in running, the cat's are needle-sharp and fine for seizing prey and are protected from being dulled or making a sound by being withdrawn into little pockets in the toes. Listen as each walks across pavement. Does either of them walk flat-footed? No, only on toes and ball of foot—characteristic of all swift runners. Note the five toes on forefeet and four on hind foot of each. Loss of toes is correlated with increase of speed. Hunt for trace of missing hind toe. Compare shape of pupils of eye. Compare texture of fur. Compare disposition and habits and uses.

Devices on a Hike

It is great fun as you walk along with your eyes on the ground to guess from what you see on the ground what is overhead. Don't be discouraged if you don't know the names of all the trees at first. You can get them in time, and the youngsters will have lenty of fun matching what they pick up with the proper tree overhead—and they will be learning to notice things at the same time. A hillside down which things may roll for some distance adds zest to this game.

If all the seeds produced by each plant just dropped to the ground and germinated there, they would be so crowded they would choke each other to death, so most plants have developed some way of getting their seeds carried farther afield. You won't have to wait long on a hike outside town or even across a vacant lot to find a child picking wild oat stickers out of his clothing. That gives you your cue. Hunt for all manner of devices—the coiled hooked seed cases of bur clover, tufted parachutes of dandelions, winged seeds of maple,

elm, and box-elder—dozens of them. Less obvious are nuts and acorns carried off and buried by squirrels and jays, and berries eaten by birds who do not digest or otherwise harm the seeds. Even a boy may toss an apple core to the roadside and swell your list of seed-carriers.

See how far away you can recognize trees by their silhouettes. Eucalyptus is very easily told, so are pines; work up till you can tell the harder ones. You'll love this all your life.

Plant oddities

- a. Sticky Monkey Flower has the tip of its pistel, the stigma, spread open flat to receive pollen. When touched by pollen or anything else, it closes. You can touch it with a grass stem and watch it close. Children like to do this. Feel the leaves!
- b. "Clocks" or Filaree seeds have needle-like attachments which coil round and round in a tight spiral when they are dry. Place a seed on a child's sleeve and watch it wind up.
- c. Galls on trees (abundant on some oaks) are abnormal growths caused by the sting of various gall flies when they lay their eggs in the green tissue of a young twig. The eggs hatch and the maggots feed on this soft, juicy tissue which surrounds them. They finally change into sleeping pupae and at last emerge as adult gall flies from the still soft ball which later becomes woody. You can see the holes through which the fall flies have emerged. Cut open fresh, soft ones and find the wriggling maggots or the sleeping pupae. Be on the lookout for galls of different shapes and sizes.

What trees are commonest? Keep a tally on number of individuals of each species you pass. You might vary it and intensify interest by letting each child choose a different kind of tree to record and see which finds the largest number on a hike.

Census of trees on playgrounds

Census of trees in block

Census of trees on a hike

Prepare for this or follow it up (or both) with ink prints of leaves.

Smells and feels are fun and cultivate the habit of noticing. Hunt for plants with strong odor, as Bay and Eucalyptus leaves, various mints, Wild Onion, etc. On another hike see how many different feels you can encounter—velvety, sticky, rough, smooth, prickly, waxy, hairy, slippery, and a score of others.

Be ever on the lookout for any device which will cultivate the habit of *noticing* the wealth of interest with which we are surrounded.

Puppetry in a New Age

By GRACE WILDER

Senior Project Supervisor
Educational and Social Puppetry
New York City

PUPPETRY began amid the roots of the human race.

Few authorities agree as to which land saw its origin and used it as a medium of spontaneous expression. The people used puppetry in their play, in their religion and in their portrayal of great heroes and courageous deeds, as well as memorials to the epochal events of tribal history. It was the expression of the people, and in the beginning there was no idea of using puppetry as a dramatic production for entertainment.

As centuries and ages passed, puppetry grew from the simple performance of a people at play to become the property of the most important class—the priesthood. The dawn of recorded history reveals puppetry as the artistic medium for the portrayal of the myths of the gods by their priests. On through the centuries it grew until it became a highly sophisticated form of entertainment, subtle and whimsical on one hand, sheer buffoonery on the other. Thus the art of the many was gradually focused into specialized channels until in Europe and Asia up to the present day puppetry has become a highly individualized art, a possession of the few.

Families have passed the art down from father to son through generations by word of mouth. Few plays have been written, little music recorded for it, yet the artistry of the puppet's master has gone on.

Guarded through many centuries, the art of the puppet has reached our generation. Today it lives in a world made over by machine civilization. Facile, mobile and adaptable, the puppet is extending its range of influence as it did in ancient days. While masters of the art will continue to enthrall us with their skill, the growing leisure, crying out for opportunities for the creative expression which puppetry and other art forms make possible, is

making puppetry a democratic art, revealing the stream of life flowing on through the fingers, some hesitant, some skilled, of the mass of the people.

A Puppet Project Is Established in New York

Through the recreational projects of the WPA, recreational activities and dramatic entertainment have been brought to children in settlements and community centers of New York City. By the thousands they have been enabled to see both marionette and puppet shows. In parks and on playgrounds, in settlements and community centers they have laughed and applauded and have taken the puppets to their hearts!

While watching a production brought much joy to the children, it very soon became apparent that this was not enough. More and more they demanded the opportunity to share in the creation of the production. And this they eventually did through the establishment of the educational puppet project within the recreation unit of the WPA.

Centers were established where children from the age of six to sixteen met. Competent teachers were assigned to guide them and their craftsmanship from the modeling of the heads, the construction of the bodies and the dressing of the figures to the writing of the play and staging of the show. The rapid growth of interest in educational puppetry gripped the imagination of the leaders. With their cooperation puppetry developed until there are now fifty-one centers with a weekly attendance of 13,000 children from public schools, settlement houses,

community centers and churches. Each spring a tournament is held and each group presents the results of its play for others to enjoy. Companies are managed and trouped by the children themselves. The puppet teacher acts only as a guide and counselor for each troupe,

The U.S. Works Progress Administration for New York City is carrying on a puppetry project interest which has spread to organizations and groups of such diverse types as to present a most convincing demonstration of the universal appeal of this ancient and fascinating art. Miss Wilder gives us here something of the historical background of puppetry and points out the educational and other values involved.

teaching the principle that it is not what the groups do with the medium but what the medium does for the group that counts.

At first, shops were formed in basements, any available space being utilized, but now puppet companies have attained the respect demanded by the troupers and many complete shops with fully equipped theaters are part and parcel of a community's activity. The project uses as its focal point the puppet center at 78 Fifth Avenue where adults may go and learn the fundamental principles of construction of marionettes and puppets either for vocational or avocational use. There is no charge except for materials. No pretense is made by the center to establish a set form of construction. The construction of a puppet and a marionette and the basic fundamentals for a production are taught. There is no set time nor set grade for the completion of each student's work. This is entirely a matter of the adaptability and capacity of the individual student. This center in the main has become a huge laboratory of experiment and research con-

"Docility is the great asset of the puppet. He is content to obey a command. Through his virtues of obedience and silence, he leaves to his creators the power to express themselves through him. He carries them beyond reality. He is an inexhaustible mine of gaiety and caprice. He is Pan, who never grows old."

tributed by the community itself.

This winter, with the co-operation of the Board of Education, puppetry was used as another medium of activity in not a few public schools in New York City. After careful research, courses to be used in

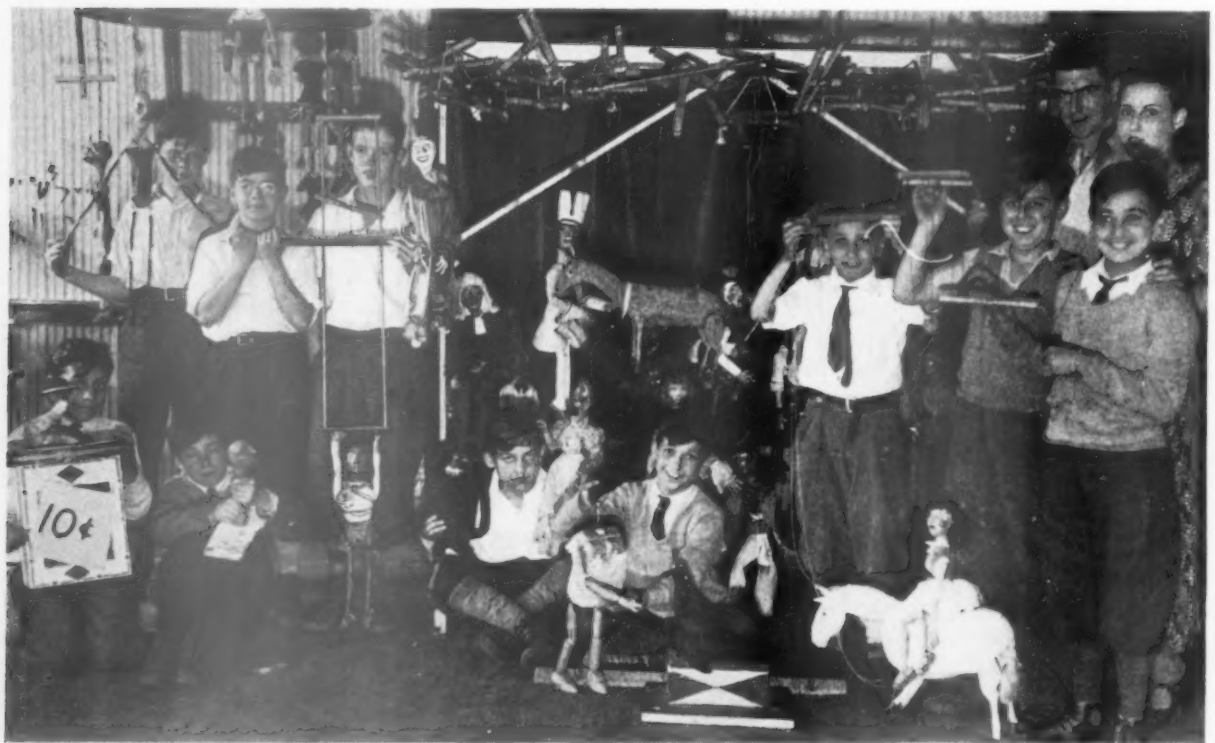
the elementary grades were allied in an adapted form of puppetry with the syllabus of the Board of Education itself. Through this medium the children are taught by a visual record, factual, academic, the knowledge embracing geography, history, science, English, composition and group production activity.

An interesting unit of the puppet project has been established in the psychopathic ward at Bellevue Hospital. Directed by the doctors themselves, this research unit gives productions made by the child and aids through the medium of puppetry the work of the psychopathic staff.

To stimulate an interest in the art of puppetry and to aid the community in visualizing all its phases and its novel interpretations, the project has established a puppet exhibit which is touring the city.

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A group of puppet troupers from the Navy Yard Boys Club, Brooklyn, N. Y.



That Magic Corner in the Playground!

The children will tell you that a play program is incomplete without story-telling and story-playing. So plan your magic corner!

By

ANNE MAJETTE MAJOR

Recreation Commission

Westchester County, New York

NOT SINCE the days of the minstrels has story-telling held so honored a place as it holds today. In the home, on the playground, in church and school, in the library, wherever children foregather, the story has again come to be regarded as a mighty force. By its skillful use we can create moods and call into play every response we desire to arouse.

It is interesting to know that the Bureau of Education of the City of Shanghai, China, which views with disapproval the tendency of modern Chinese to patronize such Western innovations as dog-racing, all-night cabarets and sensational American motion pictures, has recently sponsored story-telling contests, and in some cases subsidizes professional Chinese story-tellers. The wisdom of the Orient! But we are making our beginnings here toward a real revival of this age-old art. In Westchester County, through the Westchester Story League and through the Westchester Recreation Commission, much of the ground work has been laid during the past five years. We look to recreational groups to build still further upon it.

But how and where to begin! I have dwelt thus at length on the subject generally for I have felt that perhaps the first step along our journey must be a realization that at least we are on the right road, that the story hour is indeed a priceless possession to anyone whose work is with children. I hope that some of you have looked into the faces of children as you have told them some interesting tale. If you have, the first step has been taken!

The Magic Corner

Of course it isn't a "Magic Corner" at all when you first find it; it is just the most beautiful, most

comfortable, most far-away-from things place on your playground. It is the stories and plays that happen there after you've found it that make it magic, but it begins to be different the minute all of you begin getting it ready for these things. Even the older boys who do not believe in magic any more, unless it's black magic, begin to build a simple, strong stage for your plays, and perhaps a nice, low bench for the special use of the story-teller so that she can be very near to her listeners and look straight into their eyes. And, if there is a stage on which to present plays, and a bench for the story-teller, lots of other things may be provided such as oil-cloth cushions filled with excelsior (they make such grand "reserved seats") and a tiny table for a glass of water or a book or even maybe a hand-made vase of very special wild flowers just seem to come from somewhere! And because so many hands have helped to make this a "different" place, almost anything can happen here, if you are wise enough to let it!

Of course I know that some of you have told stories to a lot of people; some of you may have told them to just a few, and some of you may never have even tried. But I do believe that if you'll just want to enough and do the thing in your own way, you can have some kind of a story hour of your own. It may not meet all the requirements of the experts, but if it brings you closer to your group, if the children enjoy your tales, though they may be yarns of your own youthful days and have nothing to do with the classics; if they share some of their own experiences with you, if for a little while they become Robin Hoods and Cinderellas, it is all worth while for them and for you.

Will not baseball take on a new glory if you sit with the boys under the shade of a tree one

day, while it is still too hot to begin the game, and tell them a bit about how the game first began and where, about the boyhood days of some of the men who have made it the great American game? You might even find out some interesting things about the game which will give it a new meaning for you. Or, if the girls are making baskets, would not a timely story of how instinct taught the birds—the first and greatest basket-makers—to weave into cozy nests the materials which nature gave them, lend importance and interest to the task at hand? If we are not too lazy, we can do these things for the young people with whom we work, and if we do them, the corner becomes magic.

It is gratifying that recreation leaders are understanding more and more the importance of some quiet times on the playgrounds. And certainly story-telling and dramatization must play a vital part in these times. This part may be anything from a half-hour of well selected jokes and riddles to a formal story hour or a costumed play. The important thing is to make the part, whatever it is, vital. Others will help you. The children will certainly respond in kind, and always there are to be found talented, generous people who will gladly come to your playground for a story hour or to direct a simple play. But the importance of these things and the need for them you must yourself see first of all.

A Few Hints to the Story-teller

Practically, I have had the happiest times in story-telling when the children are about the same age—three to six, six to nine, nine to twelve. This kind of division tends to keep the group small and intimate, always a boon to the story-teller, and offers the opportunity to select the right stories for that age level. For the most part I think the story-telling and story-playing should be used for the children up to nine years of age. Many children are eager to “act out” all the old, familiar stories like “Sleeping Beauty” or “Jack and the Bean-Stalk,” but these same children would not especially care simply to hear so familiar a story. So I would suggest a new story or two, and then give them the floor by letting them act out some of the old stories, after you have recalled with them all the high spots and thus helped them with dramatic values and

continuity. The more one works with children, talks over the story with them, starts their imaginations filling in the scenes, background and action, the better the results not only in dramatizing but in the appreciation of good stories, because this method makes stories live.

I have spoken long for story-telling and story-playing, but this does not mean that I do not believe there is a place for the rather more formal production of well selected plays, especially for the older boys and girls. By all means, if your group wants to put on a play, it is well for you to go along with them. But please do keep in mind that playground drama must be recreation, that if you get too interested in the finished production you are apt to lose the very thing which makes this activity valuable as recreation. And, again, it may be well to find a volunteer who is just longing to produce a play, and who will not mind the infinite detail required to produce even the simplest play worthy of the stage in our “Magic Corner.”

Mary G. Davis of the New York Public Library points out that the great source of material for story-tellers lies in folk lore, and this is particularly true for beginners. Folk stories cannot be really hurt, no matter how crudely they are told. They are always simple, clear, dramatic and logical, and are not dependent for their holding quality upon the use of words but upon action and character. When well translated they are told in the fewest possible words. The story-teller cannot subtract from them and it is a great mistake to try to add to them.

In addition to the simple objective folk tale there is the myth or legend which has the element of subjective things as well as people and animals. Beyond them are the epic or hero stories which are more difficult to tell because they require a much wider knowledge and background. One of the wisest things a story-teller can do is to learn to tell at least one epic story. As long as he lives it will make a background for stories from that country.

The second group in story literature, states Miss Davis, is that of fanciful tales or imaginative stories, such as the “Just So” stories. These must be told in the words of the author and are therefore more difficult.

“What is a story? It can be several things. A good story is a work of art, carries a message of beauty and contributes joy to make our lives richer and fuller. Lastly it is a means of entertainment, and a magnificent one, too. Let us always remember that a good story, well told, gives pleasure first, and then instruction.” — From *Program Helps*, Agricultural Extension Service, Ohio State University.

The "Boyolympics"

and

All Nations Festival

By RALPH BORRELLI

Director

Poinsettia Playground

Los Angeles, California



By Dr. R. Tait McKenzie
Courtesy The Journal of Health and Physical Education

TO BRING to a grand conclusion its summer activities and to call attention to its new fall and winter program, the Poinsettia Playground, of Hollywood, operated by the Los Angeles Playground and Recreation Department, annually stages its "Boyolympics" and "All Nations Festival." This novel event had its conception in 1932, the year the Tenth Olympic Games were being staged in Los Angeles. Planned originally as a boys' program, the Boyolympics has been expanded and a few features added, until now every one of the forty children's and adults' groups meeting on the playground participate in this unusual community-wide feature.

How It Started

When thousands of the world's outstanding athletes were gathered in Los Angeles in 1932 to take part in almost every branch of sport, hero worship and the desire to emulate the great athletes were uppermost in the minds of the youth of the city. Embryonic Olympic performers were to be seen everywhere attempting to duplicate the feats of their favorite heroes. "Coliseums" blossomed forth in alleys, streets, backyard and empty lots. On the basis of this widespread interest in the Olympic Games, was conceived the idea of the Boyolympics, and a program was planned patterned after the great world sports event.

The miniature games for boys were initiated at Pionsettia Playground on the last three days of the summer school vacation. Immediately they attracted considerable interest among the boys, and, surprisingly enough, a large number of adult spectators as well. Boys were entered to represent the country of their ancestry. They launched the Boyolympics with a parade of all contestants led by their national colors. An introductory address was given to the athletes by a prominent sports writer. The Olympic Oath was taken by a boy, so honored for his good behavior and athletic accomplishments during that summer on the playground.

The opening ceremonies were followed by the first day's events which included track and field, hand-wrestling and "rooster fights" (substituted for the wrestling and boxing), softball and basketball games with neighboring playground teams. On the second day bicycle events were scheduled, followed by box hockey, and apparatus competition on the rings and on the horizontal and parallel bars. Shinney hockey, a game which proved popular on the playground during the summer, was demonstrated by teams of younger boys. The third and final day featured walking and relay races and a miniature aircraft meet.

A six-oar rowing event, held late in the afternoon, was one of the most exciting high lights of the games. The fact that it took place on the green lawn did not dampen the enthusiasm of the curious crowd which gathered to witness the race. Four teams lined up for the start. Each crew of six boys then sat on the lawn as in a rowing shell, but packed more closely together. Each oarsman leaned forward with arms outstretched and grasped one of the long poles which were at the sides of each crew. Touching his head to the back of the teammate in front of him, he leaned back, swinging the pole until his head touched the chest of the boy seated in back of him. Backward and forward they rowed, and the team which first finished completing the rowing motion twenty-five times was declared the winner.

Climaxing the three days of sports, a stunt night featured dancing and singing numbers in the auditorium of the playground's clubhouse. At that time all event winners were presented with ribbon awards, and members of the team representing the winning nation received certificates of commendation. The opportunity was also taken to distribute mimeographed copies of the fall and winter program at the playground.

The results of the first Boyolympics in interest and participation far exceeded expectations. More than 300 boys representing 18 different nationalities participated. So close were the scores throughout the games that the bulletin board was constantly

checked and rechecked by the boys in determining the standings of their respective nations. Newspapers did much in stimulating interest, printing pictures and results of the daily activities.

The All Nations Festival Develops

So successful were the games the first year that the girls of the playground felt that they, too, should be given a chance to be included in the fun. Consequently plans were made to enroll them in the next year's program. In this way the All Nations Festival idea was developed and added to the Boyolympics.

In presenting the festival a stage was constructed over a water-filled wading pool festooned with colored flags and light. On this the girls depicted the folk dances of many nations. In their picturesque costumes they lent an international flavor and offered an impressive background to the opening ceremonies of the Boyolympics, which followed. The orchestra presented a concert featuring numbers typical to the various states of the union. Exhibits from the stamp, handicraft, woodcarving and other hobby clubs were displayed during the first festival.

Eventually all the other clubs of the playground entered into the program. The Choralcrafters, a chorus of sixty voices, took part in the musical entertainment. The women's tap-dancing and gymnasium classes gave demonstrations of their skill. The volley ball clubs, both men and women, scheduled games with other playground teams. Thus every group gradually came into the picture until the festival became truly a community-wide enterprise.

The attendance for the program each year is now 2400, of which over a fourth, or 700, are participants. This high percentage of participants in relation to spectators compares very favorably with attendance at other types of programs planned as special events to close the summer season at playgrounds. The gradual development of the program, moreover, has reduced the amount

Have you decided what the closing event of your playground season is to be this year? Are you planning for a circus? A festival? Or are you looking for something more "novel"? Since this is the year of the Olympic Games the suggestions offered in this article may appeal to you as timely.

of work on the director's part. As each group came into the festival its members developed an appreciation of the nature of the program and now have quite definite ideas of what they are expected to do. The groups coming in also served to stimulate additional interest on the part of those who already had taken part.

This being the year of the Eleventh Olympiade, interest in the miniature games is already mounting. Plans this season will be similar to those of the past four years. At Poinsettia Playground, however, two new features will be added. One is the Olympic Torch, which will be a huge candle especially made by a noted candle-maker located in the historic Spanish quarters of Los Angeles; the other is an addition to the Boyolympics in the form of roller skating events. These two additions, it is expected, will do much to increase interest not only for those taking part, but for many thousands of others in the community which the playground serves.

A Typical Three-Day Program

First Day

1:00 P.M.—Parade of the flags and contestants of Boyolympics

1:20 P.M.—Boyolympic track and field events

(All boys compete for the country of their ancestry on their fathers' side. Points to be awarded for first five places as follows: First, 10 points; second, 7 points; third, 5 points; fourth, 3 points; fifth, 1 point. Country scoring highest number of points to be declared winner of the Games. Event winners to receive ribbon awards. Boys to be classified in three divisions:

Juniors, 12 years and under; Intermediates, 16 years and under; Senior 17 years and over. Members of team representing winning country to receive certificates of commendation.)

<i>Juniors</i>	<i>Intermediates</i>
standing broad jump	fall put
call put	high jump
high jump	hop-step-jump
<i>Seniors</i>	
shot put	
high jump	
running broad jump	

2:30 P.M.—Men's horseshoe meet, Poinsettia vs. Harvard Playground

3:30 P.M.—Softball game, Poinsettia vs. Mayberry Playground, intermediates

5:00 P.M.—Apparatus meet, junior division rings, parallel and horizontal bars

Official Opening Ceremonies, Boyolympics and All Nations Festival.

7:45 P.M.—Dance festival, girls' dancing classes

8:15 P.M.—Opening address, Mr. George Hjelte, Superintendent of Recreation

8:30 P.M.—Taking of Olympic Oath, outstanding boy in athletics of the preceding summer season

8:40 P.M.—Musical program, Poinsettia orchestra and the Choralcrafters, a chorus of 60 voices

8:00 P.M. to 9:30 P.M.—Crafts exhibit in the music room of the clubhouse, open to public during the three-day festival.

Second Day

1:00 P.M.—Bicycle events, all divisions—75-yard dash, 25-yard slow race, junior $\frac{1}{4}$ mile, intermediate $\frac{1}{2}$ mile, seniors 1 mile, plank riding, all divisions

3:00 P.M.—Miniature aircraft meet

3:30 P.M.—Rooster fights and hand wrestling, all divisions

4:00 P.M.—Box hockey, all divisions

5:00 P.M.—Basketball game, Mayberry vs. Poinsettia Playground

7:15 P.M.—Women's tap dancing and gymnasium class demonstrations

8:45 P.M.—Women's volley ball game, Poinsettia vs. Highland Park Playground

Third Day

1:30 P.M.—Track and field events

<i>Juniors</i>	<i>Intermediates</i>
50-yard dash	75-yard dash
100-meter walking race	220-yard walking race

Seniors
75-yard dash
240-yard walking race
Relay 3-man team, one boy of each division

(Continued on page 228)

A New Deal for Boys and Girls

Not a Christmas Story, although it might well be one

By C. E. BREWER
Commissioner of Recreation
Detroit, Michigan



IN A BIG CITY like Detroit, Michigan, where boys and girls must live among the traffic and congestion hazards, the problem of where to play during the hot summer vacation days becomes a vital one. In these districts, near the heart of the city, a few scattering vacant lots, the streets and alleys serve as the only playgrounds. Here the ominous tide of traffic creates an everpresent threat to the little fellow whose heart and soul is in the game.

But things were different for some six hundred fortunate girls and boys in Detroit last summer because six Kiwanis Clubs recognized their plight and decided to do something about it.

How this all came about is very interesting. On Christmas eve of 1934, Mr. Joe Prance, along with a score of other Kiwanians, volunteered to deliver personally some Christmas baskets for the Salvation Army. Mr. Prance's territory was down on the West side of the Mile Circle, where congestion is at its worst. There were many little boys and girls on his Christmas list. He became very much interested in them and went back to visit them many times.

One day Mr. Prance saw a little fellow throw a stone at a big grey truck that had just run over his home-made scooter which he had left in the middle of his only playground—a busy alley. He took the cause of these little children to his fellow Kiwanians who are noted for their interest in the under-privileged, and the following plan was devised and carried out.

Six hundred children were selected. They were divided into three groups. Once a week for seven weeks the same group of approximately two hundred was taken to one of the most beautiful playgrounds in the country—Detroit's Belle Isle. Arrangements were made with the Department of Street Railways for a sufficient number of coaches to carry the children to and from the island. Each Monday, Tuesday and Wednesday morning at eight o'clock, at designated localities, the children boarded the coaches. They were returned to the same places by five o'clock. Police officers were on hand to supervise the loading and help the little ones cross the busy streets in safety.

Wishing to have their young guests play games and engage in such activities that impart lessons in good sportsmanship, honesty and individual responsibility, the Kiwanians came to the Department of Recreation. With the assistance of the SERA, the Department was enabled to furnish two playground directors. They were assisted and supervised by the Department's director of Social Recreation.

But how was the selection made from the countless numbers of under-privileged little folk who should be taken to the summer stay-at-home camp, one may well ask? Community fund officials, working in conjunction with officials of public and parochial schools in the district, did the choosing.

Each child was presented with an identification card and a tag—a bright red one. The tag was

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Clubs in the Playground Program

By JOSEPHINE BLACKSTOCK

Director of Playgrounds
Oak Park, Illinois

THE OLD SAYING that when a horse moves out of a barn a Little Theater immediately moves in, might well be paraphrased, as far as the Oak Park playgrounds are concerned, as "whenever a table or a chair moves out a club moves in!" Practically every one of our activities is now built about a club, and the request for this organization usually comes from the children, a fact that makes the activity doubly desirable and important. The clubs include athletics, dramatics, play-writing and story-telling, art, swimming, handcraft, dances, nature study and junior police.

Attempting to analyze the interest in the organizations and their value to the children, we have come to the following conclusions:

(1) The appeal of clubs lies in the fact that solidarity lends strength and importance to an activity. Children suffer from a sense of individual inadequacy; they like and need assurance and a feeling of permanence.

(2) Clubs feed the social instinct, the natural desire to learn social usages.

(3) They encourage a sense of responsibility and self-esteem, through the performance of the duties of officers.

(4) They lay the foundation of a knowledge of parliamentary procedure which later will be necessary in high school and college activities, as well as in adult organizations and they are one of the best means of teaching children to express a statement clearly and forcibly.

(5) From the point of view of value to the recreation system, clubs emphasize the activity, help to establish playground objectives, develop initiative, self-control, cooperation, and friendliness, help to solve playground problems and provide a useful means of publicity.

For many years we had a presidents' council, designed to serve as a clearing-house for all playground activities. Its membership was made up of the president of every club and one delegate.



Its members discussed major problems of the playgrounds and promoted inter-club programs. The group met once a month. Once a year the united clubs gave a banquet and dance. On account of the curtailed staff made necessary by financial conditions, the council has been abandoned for some time. However, we hope shortly to reorganize it, since it has proved of definite value to the playgrounds. It was remarkable how seriously the delegates took their duties, how well the different age groups mixed, and how various were the activities suggested and planned.

Things We Have Learned

It is interesting to note that the one activity every club wanted was to eat together, a fact that emphasizes the statement Howard Braucher has made that eating is the oldest of recreational activities. Rather significantly the chief interest of the children was in the friends they made, the means of self-expression they found rather than any sense of importance or of imposing their wills on others in their rôles as officers.

We feel that especially among the boys of teen age our best club work has been done. There seems to be what amounts almost to an anxiety among most boys to learn the fundamentals of parliamentary procedure. There is, too, an instinctive sense of fairness that they feel and know comes only from subjects discussed and officers selected through parliamentary rules. In this connection, the flair for fairness and fitness that most children possess is noticeable in their selection of officers. Their candidates must stand on their own merit or they just don't register!

We have found that to insure a healthy existence every club must have a definite program of activities; that its officers must function and that the club must proceed under parliamentary law. All clubs have the supervision of a play director who serves in the capacity of advisor. The directors see to it that every member of a club has been used by the end of the season in one capacity or another. This year, in organizing the boys' athletic clubs, we have tried an experiment in having men in the neighborhood serve in an advisory capacity as club directors. As a means of encouraging the cooperation of adults the idea

"'Spot' natural leaders during the first week of playground activity. Start organization of a club informally, preferably through participation in some activity such as a hike. Let the members select a name which appeals to their imagination. The constitution and by-laws should be simple and preferably written by the children themselves. Encourage them to be real playground leaders." — *From Summer Playground Manual*, York, Pa., Department of Recreation.

has been especially valuable. In one case this has resulted in our securing the awards for the entire summer program from a neighbor who became interested in the boys' work.

Perhaps the one best thing the clubs have achieved is a feeling of unity, of working together cooperatively on a rounded program. Two years ago, for example, we organized an adult club in story and

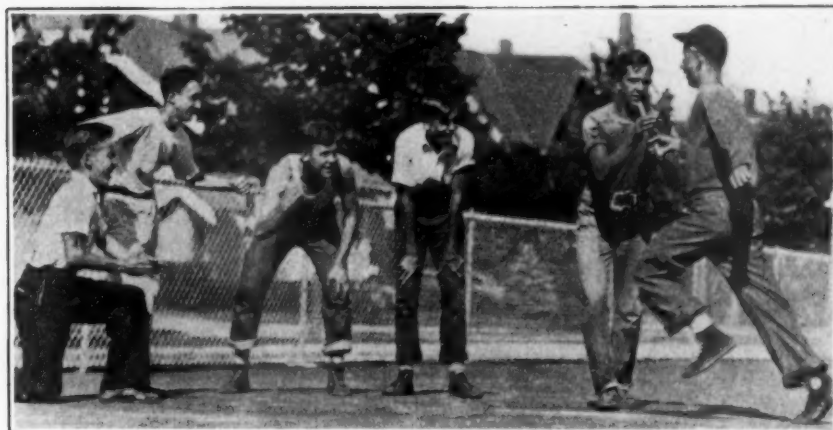
play-writing. This club has fed the other activities, providing material for amateur nights, festivals and similar events. The group has in this way come to take a sympathetic interest in the activities of the children. Along this same line, the adult art clubs have designed and made scenery and helped plan costumes for some of the children's plays.

Today on the playgrounds, we seldom suggest a new activity but some boy or girl pipes up hopefully with the remark, "Can we make a club out of it?" Well, we Americans have been accused of being a nation of joiners. Perhaps, in the case of some adult club members, the term "accusation" may fairly be used — self-aggrandizement and material gain are so often their objectives; but in the case of children's organizations this does not hold true. They join a club because they feel an instinctive need of learning how to mix with others; of trying out their fledgling abilities; of measuring their capacities against those of others; of gaining friends and of learning poise and self-expression.

Aptly enough, since we are writing of recreational matters, the dictionary defines one meaning of "club" as a baseball bat, a stick for playing golf, or one of a suit of playing cards. Our playgrounds *are* baseball bats and golf sticks and card playing or game "clubs," but they are much more. They are made up of groups banded together for a common purpose—to learn the real meaning of *playing together*.

"The very nature of youth demands adventure, the opportunity to be active, the chance to create and discover, the challenge of a career, the promise of achievement, the right to be identified with a cause, and a reasonable hope to give reality to high ideals."—*Thomas H. Nelson* in "Planning the Future with Youth."

Boys' Meets in Milwaukee



A Round-the-Bases relay is a very thrilling event for participants and onlookers alike!

THE MILWAUKEE, Wisconsin, Department of Municipal Recreation and Adult Education conducts sixty-five organized playgrounds and a municipal athletic program in twenty-one sports. The department conducts many meets for boys as a part of its athletic program, among them mass meets and stunt meets.

Mass Meets

Events

In the mass meets the following events are used:

Round-the-Bases Relay. Use the regulation softball diamond (45 feet bases). Six contestants line up in single file, the lead-off man taking his position in the right-hander's batting box. At a signal, he makes the circuit of the bases, touching each base, and hands a baton to the second member of his team as he passes him at home plate. After the start of the lead-off man, the second runner takes his position in the right-hander's batting box, receives the baton, circles the bases and so on through until six runners have completed the circuit.

If a runner fails to touch a base (home base excepted), the referee shall immediately indicate this omission by blowing his whistle. Runners guilty of this violation must immediately return and touch the "missed" base before completing the circuit. The baton must be handed to the following runner as the previous runner passes in front of him.

The contest will be decided by time. The watches will snap the "time" when the foot of the sixth runner strikes the home plate.

Basketball Throw Backward Overhead. Use a two inch take-off line. The contestant must stand be-

hind this line with his back toward the direction of the throw. The ball is grasped with both hands, swung down between the legs and cast overhead on the rise. The ball must be delivered from a standing position, no step or hop being permitted previous to the final swing. Any part of the body on or across the take-off line constitutes a foul. Each contestant shall be allowed three trials.

Standing Broad Jump. The edge of the jumping pit may be used for the take-off. The contestant places both feet on the take-off board (toes may extend over edge of pit) and leaps forward into the pit for distance. The distance shall be measured from the edge of the pit to the nearest impression made in the sand by any part of the body. Each contestant will be allowed three trials. If the jumping pit is not used, a two inch take-off line may be substituted.

Stick the Peg. Holding the peg in either hand, hop off either leg landing on the same leg; no step or steps are allowed previous to this take-off. Then reach forward and stick the peg in the sand mound as far from the body as possible. Any part of the body touching the ground, except the foot on which the contestant is standing, constitutes a foul. Moreover any attempt in which the contestant attains balance at any point beyond that at which he first made contact with the ground (slide excepted) will be considered a foul. Three successive fouls constitute a trial. Each contestant will be allowed three trials.

Rules and Regulations

Membership on the mass athletic team is restricted to school boys attending school five days a

week who have passed their twelfth birthday by July 1st and who have not reached their seventeenth birthday by that date. Proof of age must be given by each member of the team to the play leader by submitting a birth certificate or a baptismal record or a sworn statement by the parent signed by a notary public.

Each director shall present an eligibility sheet on which shall be listed the names, ages and addresses of all contestants representing his playground. This sheet shall be given to the person in charge of the meet.

Contestants may be entered and may compete in all of the four events or may be entered and compete in only one event. A boy may be a member of only one mass athletic team. Six boys from each playground should compete in each event. This is a mass meet and it is desirable to have as many different teams of six as possible from each playground.

In scoring the records of all contestants of a playground team in each event are added to obtain the playground score. A playground having six entries in an event will make a larger total than one entering only four men.

The best performance in a playground team in each event will be regarded as 100 per cent; the other playgrounds will be rated on a percentage based upon this highest record. The total score for each team for the meet will be obtained by adding the number of per cent made in each of the four events. The team with the highest total is the meet winner. The winning playground of the different sectional meets will compete in an all-city mass athletic meet to decide the city championship.

Stunt Meets

Events

Some of the events of the stunt meets are identical with those of the mass meets. These include stick the peg and backward overhead medicine ball throw which is similar to basketball throw. Other events include the following:

Forward Basketball Throw. Use a two inch take-off line. The contestant must stand behind this line facing the direction of the throw. The ball is grasped with both hands and swung overhead and then thrown forward with both hands for distance. Contestant may not take more than one step or hop in making the throw. A part turn of the body may not be used in making the throw.

Any part of the body on or across the take-off line constitutes a foul. Each contestant shall be allowed three trials.

Jump the Shot. Draw two concentric circles (using two inch chalk lines) with a six foot distance between them. The man designated as the "spinner of the shot" is given a light rope about 15 feet in length with an old rubber or slipper ("shot") attached to one end. The "spinner" takes his position in the center of the circle. At a signal he swings the rope around close to the ground so that the players have to jump it. Players must remain within the six foot area at all times. A player who steps on or outside of the white chalk shall be disqualified. Likewise a player who fails to jump over, or is struck by the shot or the rope, is disqualified. Disqualification is elimination, and the game continues until only one player remains in the game.

Base Running. Each runner shall start from the left side of "Home Plate" (right hander's batting position) and make the circuit of the bases of a regulation softball diamond (45 foot base lines). Failure to touch a base or home plate at the end of the run constitutes a foul and a trial. Runners will not be permitted to use a sprint start or to make any position in which the hands touch the ground. The runner circling the bases legally in the shortest time shall be declared the winner. Each contestant shall have two trials.

Ten Trips. Mark off a 45 foot distance using chalk lines two inches wide and about six feet long. Place another chalk line of similar dimensions half way between the end lines. Players may be designated as Number 1, 2 and 3. Number 1 and 3 take their positions behind the end lines; Number 2 takes his position behind the center line facing Number 1. Give Number 2 the ball. At the signal "go," a 12 inch playground ball is to be thrown as follows:

No. 2 to No. 1; No. 1 to No. 3; No. 3 to No. 1; No. 1 to No. 2.

This constitutes one trip. Ten trips are required. Players must keep one foot behind the line when throwing. Stepping over the line with both feet constitutes a foul. A team will be given two chances to complete ten trips. However, if ten trips are completed in the first trial, no second one will be given. Teams failing to complete ten trips in two trials will be disqualified.

(Continued on page 228)

Necatos—

Recreation's Latest Innovation

THE ANNOUNCEMENT of a new game is an occasion of importance to recreational leaders everywhere, for games are the leaders' stock in trade. And when that new game steps forth full-grown and abounding with lusty life in the very year of its conception, it is proof sufficient that the game possesses something that people want.

Such is the situation in regard to *Necatos*, a brand new wrinkle in the recreational fabric, yet one that a few months after its appearance has captured the fancy of the playing public hither and yon across this broad land. We see it on play fields, school campuses, and in summer camps; in gymnasiums, athletic clubs, handball courts, and on tennis courts; at golf clubs, country clubs, summer resorts and on private lawns. And on the high seas, too, for *Necatos* somehow seems to fit the shipboard picture and graces the decks of luxurious ocean liners.

Necatos is really not a game in itself but a way of playing a number of games with which the public is already familiar. Yet so different do these games appear when played the *Necatos* way that they seem like entirely new activities.

Necatos consists of catching and throwing a tennis ball with a cup-like device made of aluminum which is held in the hand. It is eight inches long with a wooden handle at the bottom which serves as an extension of the cup. The opening is four and one-half inches wide (about the size of a person's hand when it is cupped to catch a ball), and tapers down to a diameter of two inches near the bottom.

The unique feature of the cup is the *thumb control of the ball*: Near the bottom there is a rectangular hole through which the thumb is inserted. By pressing the thumb inward as the ball enters the cup, the ball is easily captured and prevented from bouncing out—the thumb presses it against the side and bottom of the cup. Similarly, in throwing the ball with the cup, the thumb pressure is released at the proper moment and the ball is sent forth. And do not think that it cannot be hurled with great speed and accuracy!

By BERNARD S. MASON

Editor

The Camping Magazine

The movements used in controlling the ball with the thumb are all natural ones and can be very easily acquired. One finds himself manipulating the thumb properly the first time or two he catches the ball. Skill is required, however, in catching balls from all angles in the cup, but no game would be worth the playing if it did not call for skill.

That is all there is to the *Necatos* idea. It is simple indeed in its plan, yet somehow it works—and it fascinates. There is a peculiar intrigue in catching a fast zipping ball in the small opening of the cup.

Many Games Are Possible

Many in number are the games and contests that are played with *Necatos*—some forty are recorded in the booklet of *Necatos* games which will soon be off the press. Some of these are designed for the playground and lawn, others are better adapted to the gymnasium and the closed courts. Of greatest interest among the *Necatos* games is *Necatos Handball*, played either on a four-wall or one-wall court. The game follows in general all the rules of handball except that the ball is caught and thrown with the cup instead of being batted with the hand. The ball may be played either on the fly, first bounce, or second bounce. A tennis ball is used instead of the usual handball. Seasoned handballers are reacting favorably to this new type of court game, enjoying it as a variation from the constant playing of handball. It is as a handball type of game for women, however, that the game is gaining its greatest favor. Physical directors for women have received it with wide-open arms because it gives to women a type of game that heretofore has been closed to them. Women's hands are too small to

(Continued on page 229)

The Bronx Day Camp

IN PLANNING for the second season of the Bronx House Day Camp in New York City the first step was to secure a camp site. Through the courtesy of the Park Department, Claremont Park again became the official headquarters. As there were no facilities for an indoor program in the park, the facilities of the Bronx House Play School were used on rainy days. The Edenwald School for Boys, an annex of the Hebrew Orphan Asylum, about a forty minute ride from Bronx House, provided many camping experiences for the children. Through arrangements made with the Board of Education, we were permitted to use the swimming pool, at P. S. No. 4 three days a week.

With the exception of one leader, a member of the staff at Bronx House, the Day Camp personnel of eight leaders were WPA workers. Each of the leaders was a specialist in certain activities such as crafts, folk dancing, nature activities, music, drama, and Indian lore. WPA also provided medical inspection for the children.

The month of June was devoted to organizing and publicizing the program. Various methods were used. The camp leader, for example, visited clubs and gave talks telling of the experiences enjoyed by children who had been in the Day Camp the previous year. The children were asked to submit suggestions for activities and to mention places of interest they would like to visit. An attractive poster with sketches showing many phases of Day Camp activities was displayed in the front lobby. Another poster showed the schedule of activities and special events. Members of parent-teacher associations were told about the program.

June 23rd was registration day, and 127 children were registered from June 23 to 28. The total registration for the summer was 227 children. No children over fourteen were permitted to attend the camp, with the exception of a few older boys and girls who were made junior counselors and who were extremely helpful.

The day camp conducted last summer for the second year by Bronx House of New York City was an example of a project made possible by the cooperation of a number of agencies. The facts presented here have been taken from the report submitted by Morris B. Kronenfeld, camp director.

Scheduling Activities

In planning the daily and weekly program of activities many factors were taken into consideration. One had to do with scheduling activities suitable to the time of the day. For example, athletics were scheduled during the morning when it was coolest. Certain days

were set aside for trips to vary the routine. Tuesday was devoted to an outing at Edenwald, while Fridays were saved for trips to places of interest of various kinds. Mondays and Wednesdays were the days for more or less routine activities. On Thursdays the children were permitted to choose their program. Activities were kept flexible. If a group of children preferred charades to painting, charades were substituted.

On any Monday, Wednesday or Friday morning at the park boys could be seen trotting up the road to the baseball diamond eager to start their game. The girls who did not wish to go swimming remained at camp singing newly learned songs, dancing, or playing such games as punch ball or twenty-one.

After a morning of active play the children returned to their groups ready for the luncheon of sandwiches and fruit which they had brought from home. Through the cooperation of the School Relief Committee a daily supply of 85 half pint bottles of milk were delivered and needy children were supplied without cost.

After luncheon came the rest period, usually given over to quiet games or storytelling. At 1:30 the children enjoyed specialized activities—painting, handcraft, dramatics, the newspaper club, the stamp club, or nature work. At 2:40 the boys left for their swimming. The girls were content with their specialized activities or spent the rest of the day playing games. At 3:40 the children formed a circle and the program concluded with the singing of "Day Is Done."

As the awarding of prizes or giving of points were felt undesirable in our camp, the motivation

(Continued on page 230)

World at Play

Folk Lore from the Coal Region

The heritage of folk lore left by past generations of anthracite coal miners was presented to the present generation on May 25th at the folk festival held at Wilkes-Barre, Pennsylvania. The Playground and Recreation Association of Wyoming Valley, Bucknell University and the State WPA cooperated in making possible this event, one of five regional festivals to be held in various parts of the state preliminary to the state-wide festival which will take place at Bucknell in midsummer. There were old-time fiddlers, groups of square dancers with their own music, and figure callers, mine skits, ballad singers, story-tellers and folk dancers who contributed their talent.

Baton Twirling in a New Setting

BATON twirling is reported by the Park Department of Salem, Massachusetts, to be one of the most interesting activities ever introduced on the playgrounds of that city. Last summer a schedule was set up at the beginning of the season whereby an instructor visited two grounds every morning and two every afternoon. In this way all of the playgrounds were covered at least once a week. From the beginning the idea of twirling a baton caught the interest of the children and all the classes were crowded.

"Stars of Yesterday" Baseball Teams

FORTY - THREE junior baseball teams are playing in the Stars of Yesterday League organized under the leadership of



Courtesy Parks and Recreation

Harold S. Morgan, Director of Athletics, Milwaukee Department of Municipal Recreation and Adult Education. Each team bears the name of some former Milwaukee star, amateur or professional, and all are community or self-financed. The professional clubs are furnishing used balls and civic and community organizations are supplying equipment.

A Message to Hobby Riders

THE Long Beach, California, Public Library has issued a folder entitled "A Word to Hobby Riders from the Long Beach Public Library," which stresses the importance of hobbies, lists a number of them and calls attention to the fact that books on hobbies may be secured from the Public Library. The folder also gives information regarding the location of branch libraries and the hours during which they are open.

A Folk Dance Camp—The tenth annual summer school of the English Folk Dance Society of America will be held August 22 to September 5, 1936, at Pinewoods Camp, Long Pond, Buzzard's Bays, Massachusetts. The course will consist of both practical work and informal conferences, and will include choice of dances and method of presentation to both adults and children's groups, the arrangement of a festival program with suitable dances and suggestions on starting a folk dance group. Further information may be secured from Miss May Gadd, English Folk Dance Society of America, 235 East 22nd Street, New York City.

20,000 at Play—The expanded program of the Community Recreation Association of Decatur, Illinois, with help provided by WPA, is reaching 20,000 people with a program of varied leisure time activities. Seven community centers were established during the winter and plans for a number of lighted summer playgrounds are under way. 4,000 people belong to crafts clubs, athletic groups, music, drama, nature lore and other membership groups. The remainder have participated in what are termed non-membership activities. No fees are charged for membership in any of the classes or clubs. Between January 6th, when the present activities started, and April 15th the total attendance has been 71,200 or more than the city's total population. In April the personnel included 47 workers under the leadership of Charles K. Brightbill, Superintendent of Public Recreation.

An Exposition of Youth—From May 5th to 10th a Youth Exposition was held at the International Amphitheater in Chicago. There were exhibits of arts and crafts, demonstrations of activities, contests and evening entertainment features such as the presentation of a pageant "Youth Through the Ages." The Exposition was sponsored by the NYA of Illinois.

Facts from the National Youth Administration—A statement issued on May 26th by the National Youth Administration states that 605,200 young people are receiving NYA wages for many kinds of work useful both to them and to the communities in which they live. 6,600 graduate students are earning an

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average of \$25. and \$30. a month to help pay their way through graduate school. 125,000 college students are earning a maximum average of \$15. a month; 263,600 high school students are earning up to \$6.00 a month to pay for carfares, lunches, textbooks and other essentials, and 210,000 young men and women are employed on approximately 6,800 work projects. 4,500 young women are attending 68 camps for unemployed women.

A Gift for Kenosha—Carrying out the plans of her husband, the late W. H. Alford, Mrs. Alford has donated to the City of Kenosha, Wisconsin, two tracts of land for park and recreation purposes. One tract of twenty-seven acres, conservatively estimated to be worth \$60,000, will provide a connecting link between Washington Park and the municipal golf links, thus securing the continuance of the park area which has long been desired. The second gift consisted of a strip of South Shore land approximately 1,400 feet in length which will give the city all riparian rights. This makes certain that the lake frontage will always be

For Your Drama Program

TO HELP recreation groups meet the difficulties involved in the right choice of plays for production in the community recreation program and also the problem of royalty charges, the National Recreation Association has worked out the following plan.

After carefully studying a long list of plays, five plays suitable and available to community groups have been selected. All of them have been successfully produced; all of them have been popular, and the production of any one of them should be a successful dramatic event. The Association has entered into an arrangement with the several publishers whereby recreation departments may obtain a very large reduction in royalties. The arrangement which the Association has made with the publishers carries with it certain conditions which must be scrupulously carried out.

The wholesale reduction has been secured for one year beginning September 1, 1936 and ending September 1, 1937. The reduction will be available only to bona fide groups affiliated with recreation departments. The plan is to be an experimental one for the first year, and if it proves successful the Association's hope is that it may be repeated year after year with a different list of plays and perhaps with a wider choice, but always with good plays. Such a plan would permit local recreation groups to be sure of their choice of plays at small cost.

The regular royalty rate on each of the plays chosen is \$25.00 per performance. The reduced royalty may be as low as \$10.00, and in one case \$5.00 per performance, if the play is produced fifty or more times. This number of performances, of course, does not mean in any given city or given group, but represents the total number of performances of the play by all recreation groups.

The five plays which have been chosen are: *Once There Was a Princess* (Samuel French); *Officer 666* (Samuel French); *Expressing Willie* (Baker); *Mary the Third* (Baker), and *Polly of the Circus* (Longmans Green).

Anyone desiring further information may secure it by writing to the National Recreation Association.

kept for park purposes, providing on the south-east side of the city an adequate park tract.

W. H. Alford, before his death, was deeply

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interested in park and recreation development. As a member and president of the city council he was active in support of the park and recreation program. Mr. Alford was also deeply interested in the National Recreation Association and contributed to its work. He frequently discussed with representatives of the Association plans for forwarding the park and recreation movement not only in Kenosha but throughout the country.

More and more forward-looking men and women are taking deep satisfaction in giving land, money and facilities for the further development of a movement to make our cities more livable.

Denver's Folk Festival—Thirty-three nationalities took part in the International Folk Festival held at the Civic Center. Music, dancing and a number of special festivities were a feature of the program and typified the cultures of the races and nationalities participating in this unique event in the city's cultural and educational life.

A Festival of Arts—The first annual Southern California Competitive Festival of the Allied Arts was brought to a close with a dramatic pageant of art at the Greek Theater in Griffith Park, Los Angeles, when several hundred young artists performed before nearly 3,000 spectators. The pageant was given as a connected story of the development of art in this area with the prize winners in the music, drama and dance sections combining their talents for a colorful performance.

Magazines and Pamphlets

Recently Received Containing Articles
of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, April 1936

The Executive Organization of a Park or Recreation Department, by L. H. Weir

Landscape Conservation—Planning the Recreational Use of Our Wild Lands, by Dr. Frank A. Waugh
Concrete Wading Pool Construction, by A. E. Berthe
The Charles River Basin, Boston, by Arthur A. Shureliff

An Educational Publicity Program for a Park System, by Robroy Price

"If Winter Comes—" How About a Recreation Plan? by Philip E. Minner

Kicking Golf—A New Outdoor Game

Parents' Magazine, May 1936

What Next for Youth? by Grace Phelps

Landscape Architecture, April 1936

National Forest Planning, by R. D'Arcy Bonnet

Camping World, April 1936

Philosophy at Work in Camping, by Robert C. Marshall

Creative Aspects of Camping, by Charles B. Cranford

Resettlement Administration Project Camps, by Julian Harris Salomon

Safety Education, May 1936

Enjoying Our Water Playgrounds, by Fred C. Mills

The American City, May 1936

A Town of 527 Has Established a Fine Community Park

Sioux City's Outdoor Music Pavilion, by C. R. Tracy
The Palo Alto Community Center

Leisure, May 1936

Make Your Own Indian Baskets, by A. G. Ridgway

Simple and Inexpensive Crafts for the Summer Camp
Indian Ball, by Harry F. Wild

Sociology and Social Research, May-June 1936

Recreation Equipment of Underprivileged Children, by Everett W. Du Vall

Camping World, May 1936

Evenings at Camp—What to Do with Them! by I. A. Schiffman

The Indian Council Ring

A Municipal Boys' Camp, by George C. Bliss

Handicraft Program for the Limited Budget, by Edward T. Hall

Archery Target and Rounds

The National Parent-Teacher Magazine, June 1936

Back to Nature with the Family, by Naomi Smith

The Playroom Grows Up, by Adelaide Nichols Baker

Mothers' Activities, June 1936

An Attic Playroom, by Elizabeth Crandall Lewis

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Parents' Magazine, April 1936

Nature Study with Young Children, by Rhoda Bacmeister
 You Can Make a Playground, by Regina J. Woody
 Family Fun, by Elizabeth King
 News from the Toyery

Careers and Hobbies, March 1936

Indian Lore as a Hobby, by E. O. Norbeck

Hygeia, April 1936

While Your Child Is Convalescing, by Florence Brown Sherbon

PAMPHLETS

Baltimore—"Cradle of Municipal Music," by Kenneth S. Clark

Re-published by the City of Baltimore

Annual Report of the Recreation and Playground Association, Lancaster, Pa., 1935

Annual Report of the Park Department of Salem, Mass., 1935

Some Current Problems in American Education

Educational Policies Commission, 1201 Sixteenth Street, N.W., Washington, D. C.

The New Leisure, Its Significance and Use (Bibliography)

Russell Sage Foundation Library Bulletin No. 137
 Russell Sage Foundation, 130 East 22nd Street, New York. \$.10.

New York Adult Education Council Annual Report for 1935

A Primer for Consumers, by Benson Y. Landis

Association Press, New York. Price \$.10

Louisville, Ky., Municipal Activities, 1935

York, Pa., Recreation Department Annual Report, 1935

Good References on Discussion Meetings, Open Forums, Panels, and Conferences

Bibliography No. 30. Office of Education, Washington, D. C.

Good References on Character Education

Bibliography No. 15. Office of Education, Washington, D. C.

Discovering Latent Talent—In the expanding service of the Hartford, Connecticut, Park Department, one worker has been used to make an intensive survey of a large number of homes throughout sections of the city to determine the recreational needs of the boys and girls. This worker reports that he has found a great deal of real ability and promising talent along musical, artistic and literary lines among the children and young people of the families he has visited. In one family, for example, a boy of twelve shows all earmarks of a successful cartoonist and possibly an artist; a girl in junior high has exhibited a large collection of original short poems and an unusual prose article, while an older sister possesses an exceptional singing voice.

The report made to James Dillon, Director of Recreation, embodies the suggestion that

the encouragement and development of such talent might well be a function of the recreation department.

Three Months Later

(Continued from page 192)

the standpoint of size, shape, facilities, location of game areas and apparatus. All of these are to be filed so that information of that nature may be obtained in a short time.

Three months have slipped away very rapidly, but during this brief space of time we feel that we have something to show for the money expended. We have tried to utilize the talents of the many individuals sent us to the best advantage. We have also endeavored to use the materials placed at our disposal, to the end that the people of Berkeley might avail themselves of the additional leisure time opportunities provided by the Berkeley Recreation Department through the assistance and cooperation of the WPA.

Gold Digging in the Home

(Continued from page 196)

The room should be stocked with a number of different types of games, toys and books suitable for the children. In addition pencils, crayons, chalk, paste, paper, blackboard, pictures, picture books, clay, sewing materials and tools should be provided for the child's enjoyment.

Little Theater Workshop. Here is a place where amateur plays and stunts may be written and produced and where favorite stories and holiday themes may be dramatized or presented in tableaux and where children may enjoy themselves for hours on rainy days, imitating some stage or screen notable. There may be a slightly elevated portable stage with draw curtains made of flannel. The scenery may be painted on packing box cardboard and a back drop painted on inexpensive muslin. An old chest standing in one corner may serve as the property box. In it are kept cast-off clothing, hats and shoes that Grandmother wore, fans, jewelry and other relics of days gone by. Several second-hand collapsible chairs may be concealed under the stage. These with the dining room chairs and a few box benches will easily seat the Saturday evening audiences.

There may be occasional showings of motion pictures. You may not have a projector but some friend will. Through a cooperative enterprise with neighbors a film may be rented from a rental

library and shown to the children. It will be found cheaper and far more enjoyable than going to the theater.

Do not overlook the possibilities of a theater for string or hand puppets. A small and portable one can be set up with little difficulty and stored in any available corner. The making of puppets offers much entertainment and enjoyment involving such interesting activities as modeling, wood work, costuming and painting. Plays must be written, rehearsals held and puppets manipulated—activities which will keep every member of the family creatively occupied for many hours.

In a Wisconsin Community

(Continued from page 202)

are provided. In 1935 the number of meetings held in the building's meeting room totaled 509, while the auditorium was used 546 times with an attendance of over 93,000 people.

Puppetry in a New Age

(Continued from page 208)

Values of Puppetry

By its very nature the puppet play demands general participation on the part of its audience and hence is one of the best and most instructive of all dramatic forms in the artistic education of the child.

The art of puppetry opens to the child a new interest in the plastic arts and the drama and builds his appreciation of them. Thus it provides a bridge to the appreciation and enjoyment of all the arts from the purely recreational standpoint to a specialized artistic creation.

Through puppetry the child learns to express himself and to use tools constructively in achieving a concrete goal. History, citizenship, language and common interests are shared with others and are brought to the community. Thus gradually this ancient art is coming to express the entire community.

The play life of a child should include opportunity for him to participate and to show his skill in a great variety of play activities. The marionette of ivory, metal, wood, stocking or paper answers the demand for artistic expression.

The lure of using this medium with its countless potentialities stimulates the child's desire for

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play which will be creative. Children have the advantage of guidance by teachers who stimulate their imagination.

The "Boyolympics" and All Nations Festival

(Continued from page 213)

4:00 P.M.—Rowing 6-man team, 2 boys of each division

5:00 P.M.—Apparatus meet, intermediate and senior divisions

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Covering the dramatic events of high schools, colleges, university, professional and little theatres of Minnesota, Wisconsin, Iowa, North and South Dakota.

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7:00 P.M.—Volley ball game, Poinsettia vs. Highland Park men's teams

8:15 P.M.—Stunt night and closing ceremonies, announcement of fall program.

A New Deal for Boys and Girls

(Continued from page 214)

kept, but the card was given to the playground director for the day. At the end of the day it was returned for use next time. The same children went on the same day of each week for the period of seven weeks.

The Department of Recreation took complete charge of the children and their play time. A splendid scheme to handle all the charges was worked out. Each group of boys and each group of girls, ten in number, had a captain. The captains were under the jurisdiction of a play director. Misbehavior meant giving up his card. Thus, each felt responsibility to himself and to the others.

Practically no restrictions were placed on the children. Certain hours were given over to certain diversions, including swimming, games, handicraft, etc. Every noon a fine picnic lunch, consisting of two real sandwiches, fresh fruit, and milk was served on the veranda of the big Casino. After each meal, each boy or girl cleaned away his or her crumbs—and there were not many, he assured—and placed his empty milk bottle in the case, leaving the picnic ground clean as a pin. Then, a half hour of quiet was given to teaching the children safety problems of all kinds.

You will wonder what the cost of all this was. According to Mr. Prance, of Detroit No. 1 Kiwanis, who was chairman, it cost seventeen cents per child per day for food and transportation. During the seven weeks a total of 3,211 children had been taken to Belle Isle. Next year, it is hoped to increase the number to seven thousand.

It is interesting to note that there was not one accident—not even a minor one—during the entire summer.

Boys' Meets in Milwaukee

(Continued from page 218)

Rules and Regulations

Membership on the stunt meet team is limited to boys who have passed their sixteenth birthday. Team members are selected through a series of elimination trials on the playground.

Each director should present an eligibility sheet listing the names and addresses of the playground contestants. As soon as the entry sheet is filed with the clerk of the meet and name tags received, each contestant shall register with the clerk of the event in which he is participating.

Each playground shall be limited to one competitor in each event, and each competitor must not have represented any other playground in a stunt meet during the present year.

In scoring, points will be awarded in each event on the basis of the number of playgrounds registered for that event. Thus if there are forty playgrounds registered in an event, first place scores 40 points, second place 39 points, etc. Not less than ten teams from each sectional stunt meet shall compete in an all-city stunt meet to decide the city championship.

Necatos—Recreation's Latest Innovation

(Continued from page 219)

permit them to hit a handball effectively and the sting resulting from slapping the ball has proven most unpleasant to them; there are, however, no jarring or painful effects from handling the swiftest of balls in the Necatos cup. While playgrounds cannot ordinarily construct a four-wall handball court, one-wall courts built outdoors are practical and inexpensive.

As a game for playgrounds and the lawns of homes, High-net Tennis is ideal. It is played on a deck-tennis or badminton court, with a net approximately five feet high. The tennis ball is tossed back and forth over the net, being caught and thrown by means of the cup. It must be caught on the fly and no steps are allowed with the ball in one's possession. Scoring may be as in volley ball or as in tennis, to suit the taste of the players. This is a leisurely sort of game that all ages enjoy. Being a high-net game it makes all the contributions to posture development that accrue from those activities that call for playing the ball over a high net.

Necatos is being played on the tennis court, following all the rules of tennis except that two bounces are allowed instead of one in playing the ball. The ball is caught in the cup and thrown over the net. Even golf is being played the Necatos way, the ball being thrown around the course, and either tossed or putted in the hole using the cup as the putter. There are many other

(Continued on page 230)

The Safe and Sane Fourth

THE FACT that at least 7,738 persons were injured and 30 killed in Fourth of July celebrations in 1935 by fireworks makes our so-called "Safe and Sane Fourth" a rather gruesome misnomer. These figures are not complete, however, for they include only accidents appearing in the press. Many additional unreported accidents swell the appalling and tragic total.

Such were the findings of the Fireworks Accident Prevention Committee of the American Museum of Safety in its nation-wide study of fireworks accidents made in an attempt to find means of checking the unnecessary and excuseless loss of life, disfigurement and maiming of human beings because of Fourth of July celebrations. The members of the committee represented many agencies who are seriously concerned, including safety, public health, welfare, insurance, transportation agencies and organizations, and fireworks manufacturers.

A careful analysis of 3,000 cases revealed that no age from one and a half to eighty years is safe from injury, either as spectator or participant, and that boys from eleven to fifteen years of age received the most injuries. Three-quarters of the accidents occurred on July 4th and two-thirds happened in the street. The accidents were caused in a number of ways. 1,359 of the 3,000 cases were caused by throwing lighted fireworks at others, 900 by holding lighted firecrackers, many by placing firecrackers in cans or bottles with resulting flying tin or glass. Sparklers caused 90 injuries and two deaths. Of the 3,000, 2,572 went to the hospital; 2,492 were treated by doctors, and 276 by nurses. These figures sound more like the report of a battle than of a joyous celebration!

On the basis of the study the committee made the following recommendations:

1. A lecture should be given in the schools for boys eleven to sixteen years of age ten days before July 4th. They should be told especially of the dangers in throwing lighted fireworks.
2. The Board of Health should collect all cans and bottles possible before Independence Day.
3. Movies should be used for instruction in the dangers of fireworks, especially of throwing lighted fireworks.
4. An ordinance should be passed against throwing fireworks into automobiles and other vehicles.
5. Parents should see that the child purchases

fireworks from reputable firms and uses them correctly.

6. Persons in charge of fireworks displays should be provided with cheap goggles of fine wire mesh.

In addition, the Fireworks Accident Prevention Committee has promised to cooperate with the fireworks manufacturers in their efforts to have a federal bureau established which would approve all fireworks before they are manufactured or imported for sale.

Necatos—Recreation's Latest Innovation

(Continued from 229)

Necatos games—Volleyball, High-fly Ball, Ten-catches, Five-steps, Keepball, etc. Similarly, there are many contests used in the playground and gymnasium to develop the Necatos skills and to test the player's ability. Necatos is also finding its way into social recreation for the home and club. Of particular interest just now is the Necatos Progressive Party.

As a playground game, Necatos is interesting from many angles. It is inexpensive, the cups coming at a very reasonable rate. It is safe—the cups are light, are never swung violently, and the possible sources of danger are much fewer than in most sports. It is suitable for all ages and both sexes. It is the type of game that can be enjoyed the first time it is played, yet it possesses skills aplenty for industrious players who take their sport seriously. And lastly, it grips and fascinates to a degree beyond the fondest hopes of its inventors.

A booklet of over forty games and contests has been prepared which accompanies the Necatos cup. It is hoped that recreational leaders and physical directors will contribute many more Necatos games and perfect the rules of those already being played. Games grow, develop, and are perfected as they are played. Necatos, being but a few months old, is still in its infancy, but judging from the volume of its growth in these few months, it bids fair to reach the status of a veritable recreational giant. Send along your experiences with it for the benefit of all play leaders.

The Bronx Day Camp

(Continued from page 220)

of the program was accomplished through trips, special events, a parents' day festival, boat rides, and the publication of a newspaper.

Trips of Many Kinds

The Tuesday trips to Edenwald were anxiously

looked forward to by the campers. Because of its ideal location and natural surroundings, Edenwald boasts facilities of a real camp, including an outdoor swimming pool which made a strong appeal to the children. The many camping facilities it offers afforded the Day Camp to utilize the facilities to every advantage in bringing real camp life to the children. The program included nature trails and study, swimming events, camp songs, camp fire pow-wows and Indian lore.

Interest in the program was greatly stimulated by trips to places of interest. Children of different age groups traveled to different points of interest on the same day. Many of the trips were co-educational, the older boys and girls often going together. Curators at the various museums received the children most cordially and assigned guides to take them on trips of inspection. Had it not been for the cooperation of the Department of Public Welfare these trips to the parks, where most of the city museums were located, would not have been possible. The department gave free transportation on the Interboro Transit line and the Independent System, which took the children to parks located in either the Bronx or Manhattan.

Of outstanding interest was the trip taken by over 100 children to the Liner Ile de France. A gift of \$27 by the Parents Association made possible a boat ride to Hook Mountain for 80 children and five leaders.

The Budget

The budget allotted the Day Camp this year exceeded that of the previous season. For the year 1936 it was recommended that Bronx House set aside a budget of approximately \$140 which will provide for the following:

- \$40.00 for equipment
- 35.00 for miscellaneous expenses (boat rides, entertainment, special events, parties, carfare)
- 50.00 for milk fund
- 15.00 for medical examinations and doctors' fees

The Day Camp has passed the experimental stage. Records which have been kept during the summer indicate that the camp has served the needy children of the neighborhood, many of whom have never seen a real cow or have never spent a day of their lives away from the city. The program of the camp, designed to give a taste of camp life to children in a city environment, has not only stirred their imagination but has left them with memories which they will never forget.

New Publications in the Leisure Time Field

The Mystery of the Mind's Desire

By John Finley. The Macmillan Company, New York. \$1.00.

IN THIS little volume, one of the Kappa Delta Pi lecture series, Dr. Finley philosophizes on "the mystery of an urge that will not let man rest satisfied with which was or is, however much he may respect the sanctions of the past or be tempted to inertness by the comforts of the present—the desire for knowledge, the desire to know the utmost truth, which has its highest expression in beauty." The reader, following Dr. Finley in his search for the truth that explains the mystery of evolution and progress, is rewarded with such expressions as this, "To be seeing the world made new every morning, as if it were the morning of the first day, and then to make the most of it for the individual soul as if it were the last day—is the daily curriculum of the mind's desire."

Sports for Recreation and How to Play Them

Compiled by the Staff of the Intramural Sports Department, University of Michigan, and edited by Elmer D. Mitchell. A. S. Barnes and Company, New York. \$2.50.

THREE definite purposes were kept in mind in the preparation of this book. (1) to extend and develop the increasing interest in healthful, wholesome recreations; (2) to assemble in convenient form needed information on the various forms of physical recreation that has not previously been easily available, and (3) to treat each sport from the standpoint of the beginner or average player rather than to go into it extensively. The emphasis throughout is on the recreative values of the sports, which include the following: archery, badminton, baseball (softball), basketball, bowling, boxing, canoeing and boating, equestrian, fencing, football (touchball), golf, gymnastics, handball, hockey (ice), horseshoes, lacrosse, riflery, speedball, soccer, squash, swimming and diving, tennis, track and field, volley ball, water polo, winter sports and wrestling.

"Handy II"—Sections N and U

Edited by Lynn Rohrbough. Published by Church Recreation Service, Delaware, Ohio. Each \$25.

SECTION N of "Handy" is devoted to "Ancient Games from Europe, Africa and The Orient" which may advantageously be used at table game parties. Practically all of the equipment can be made at home or improvised with a little ingenuity. "Those who enjoy exercise of the intellect along with social recreation will keenly appreciate these folk treasures." Section U—Puzzle Craft—is a revision of a popular booklet on puzzles which appeared a few years ago. Forty interesting puzzles are described and pictured, and Puzzle Shop Notes are offered.

Official Softball Rules 1936

Issued by Joint Rules Committee, American Sports Publishing Company, New York. \$25.

THE revised softball rules for 1936 contain four important changes and a better definition of the umpire's authority. The Joint Rules Committee has approved the rules for softball as published in this guide and urges their adoption by all national organizations, players, managers, recreation directors and others interested in the game. The Committee will be glad to receive suggestions for further changes and improvements in the rules. Communications should be addressed to Arthur T. Noren, Secretary of the Committee, Superintendent of Recreation, Elizabeth, N. J.

The Campers' Handbook

By Dillon Wallace. Fleming H. Revell Company, New York. \$2.00.

THE READER of this book will gain a vast amount of information which will help him in his camping trips. He will find out how to plan his trip, what supplies to purchase, how to set up his camp, build his cabin, cook his meals, how to apply first aid, what to wear and how to deal with the many problems which arise. There are many illustrations and diagrams in this volume of about 300 pages.

Wrestling for Beginners

By Bernard F. Mooney. M. and M. Publishing Company, Box 36, Columbus, Ohio. \$1.00.

THERE IS need for a method of teaching the fundamental wrestling skills to large numbers of pupils in physical education classes. This book is designed to present the simple fundamentals of wrestling in a teachable way. The wrestling moves explained and illustrated in the book are simple fundamentals which are the foundation of all wrestling techniques and combinations. The material is suitable for young men who do not have the advantage of skilled coaching and who may learn the fundamentals by following the lessons outlined.

The Settlement Primer

By Mary Kingsbury Simkhovitch. National Federation of Settlements, Inc. \$50.

IN THIS PRIMER, the first edition of which was published ten years ago, Mrs. Simkhovitch has given us the benefit of her thirty-four years of experience in settlement work. In this revised publication there are few phases of neighborhood life which Mrs. Simkhovitch does not touch, and out of it all emerges a fundamental philosophy and a faith in principles which are veritable beacon lights. The delightful way in which the author translates her experiences into words makes the booklet readable as well as exceedingly practical.

Catch 'Em Alive Jack.

By Jack Abernathy. Association Press, 347 Madison Avenue, New York City. \$2.00.

Here is a story of adventure that playground boys will find fascinating. Jack Abernathy has gone through experiences which few men could survive but he has lived to tell us about them. The late President Roosevelt heard about Abernathy and went to Oklahoma to see whether the amazing reports he had been hearing were true. By so doing he won a place in the author's story and some readers will be most attracted to the book because of the side-lights it throws on Theodore Roosevelt. Others will read it as a fascinating chapter in the opening of the frontiers of Texas and Oklahoma. Many more read it for the thrilling adventures it relates.

Individual Sports Guide (Archery, Golf, Tennis) 1936.

Compiled by Women's Rules and Editorial Committee, A.P.E.A. Spalding's Athletic Library. No. 129R. \$25.

So important have archery, golf and tennis become in the list of sports for girls and women that a new volume has been added to the series of athletic activities for women and girls—a series which recreation workers will find exceedingly valuable. In this handbook there are articles on the techniques of the sports, suggestions for teaching and discussions of equipment, upkeep of courts and similar considerations. Sheets are included presenting summaries of rules and diagrams of archery technique.

Recreation and Education.

The World Peace Foundation, 8 West 40th Street, New York City. \$1.00.

In June 1935, the International Conference on Workers' Spare Time was held at Brussels. This conference brought together a series of reports and documents on the activities of organizations which in the different countries are seeking to provide workers with means of utilizing their free time. In this booklet appear a number of reports which form the basis of discussion in the six committees set up by the conference. They have been arranged under three main headings according to their subject matter: (1) Problems and Methods; (2) Some Practical Achievements; (3) The International Movement.

Regional Planning.

By Karl B. Lohmann. Edwards Brothers, Inc., Ann Arbor, Michigan. \$4.00.

This volume deals with the fundamental elements which underlie the planning of regions in general and discusses past and contemporary planning activities. It is built upon the assumption that the nation is a composite of regions, regions within regions, every one of which must be subjected to regional planning consideration. A chapter on "Providing for Parks and Other Open Spaces" describes various types of parks, gives examples of each and offers interesting information regarding park development.

The Artcrafter.

Artcraft Studios, Central P. O. 775, Toledo, Ohio.

The Artcraft Studios issues in "The Artcrafter" a weekly series of patterns designed for use by organizations sponsoring group recreation programs, by instructors of the arts and crafts in institutions, camps or playgrounds. There are projects for individual hobbies and for children's groups working with such inexpensive materials as soap, inner tubes, orange crates, glass, paper, tin cans and linoleum. The projects have been actually constructed in junior workshops and have been modified and developed to some useful end. The drawings are original and in every case possible they are presented full scale. Annual subscription \$2.50; six months subscription \$1.50; single copies 5 cents.

Principles and Statutory Provisions Relating to Recreational, Medical, and Social Welfare Services of the Public Schools.

By Everett C. Preston, Ph.D., Bureau of Publications, Teachers College, Columbia University, New York City. Price \$1.50.

This study analyzes the legislative provisions governing services of a recreational, health and social welfare nature as they relate to the public schools, and suggests the principles which should apply in the organization and control of the services. A chapter on Public Recreational Service traces the historical development of public recreational programs, gives facts about legislation for various forms of administration, and discusses the responsibility of the school for developing the recreation program.

American Foundations.

By H. C. Coffman, published by the Association Press, New York City. \$3.00.

The role of foundations in American social, religious and educational work is appraised in this volume and a definite body of knowledge is presented regarding the methods, principles and operations of foundations. Much data is given on the significant growth in foundations interested in child welfare. We have in this book a picture of the work of the foundations in helping the new sciences of child development and child psychology to take shape.

Handbook for Nursery Schools and Parent Education in Oregon.

Prepared by Sarah V. Case, issued by C. A. Howard, Superintendent Public Instruction.

While this mimeographed bulletin is designed primarily to furnish information regarding the Emergency Nursery School and Parent Education Programs in Oregon, it contains much information of practical interest to all concerned with this phase of education. Layout of rooms is shown. There are lists of equipment needed, suggestions for large play equipment with illustrations, and other practical information.

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Can You Answer These Questions?

- How may WPA workers serve in the recreation program? How may they be trained? Describe the plan in operation in one city.

See pages 190-192

- To what "playful" uses may attic or basement rooms be put? List some of the varieties of play rooms into which they may be transformed. How may the transformation be made?

See pages 193-196

- How may singing groups be developed in the home? Describe an experiment in the informal organization of such a group. What may be done through church choirs? What is the function of a good community chorus?

See pages 197-201

- A city playground may not seem a profitable place for nature study but it *can* serve! Suggest five channels through which nature study may be conducted on the average playground. What can be done on a hike to promote interest in nature?

See pages 203-206

- Outline the historical development of puppetry. Describe a puppet project as it is being carried on in a large city. What are some of the values of puppetry?

See pages 207-208

- A magic corner on the playground for story-telling! How develop one? What kind of stories are most popular? How go about promoting story-playing?

See pages 209-210

- Suggest a plan for capitalizing on the interest in this summer's Olympic Games. What activities may be introduced? Outline a possible three days' program for a "Boyolympics."

See pages 211-213

- What is the place of the club in the playground program? List five reasons for using the club method in the playground program. Outline briefly the experience of one city in developing clubs.

See pages 215-216

- List four events for boys' mass meets; four for a stunt meet. What rules should govern such meets?

See pages 217-218

- Describe a day camp program conducted by a settlement house in a large city. What special features can be introduced to add interest to such a program?

See page 220

Education in the Arts

EDUCATION in the arts, long left to shift for itself in the art school or conservatory or in the unsupervised classroom, has by the march of events been drawn more fully into the general stream. It is today faced with a triple task; to conform more closely to the standards in other branches; to readjust itself to new individual, social, and vocational demands, and to adapt itself to the rapid shift in esthetic standards which we call modernism. . . . Taking the evidence as a whole there seems no question that it indicates a definite trend toward the belief that beauty—its creation, reproduction, its passive enjoyment—has an essential place in normal human life. The belief that active participation in the creation of art yields richer dividends than passive enjoyment of the results of creation, and that both may be achieved by those who have the will can not be statistically measured. There is good reason, however, to conclude that this belief characterizes present cultural thinking and that during the coming years it will influence groups and individuals not heretofore affected by it. In a word, there should be a greater application in practice of the principle, already accepted in theory, that art is a medium for wholesome and stimulating social intercourse for old and young alike, and that it offers to the individual a balancing factor to set against the strains of a mechanized civilization. *Frederick P. Keppel* in "Adult Education in Action," published by the American Association for Adult Education.